

THE NORTH CENTRAL ASSOCIATION  
QUARTERLY

Volume VI CONTENTS FOR DECEMBER, 1931 Number 3

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*The*  
**NORTH CENTRAL ASSOCIATION  
QUARTERLY**

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VOLUME VI

DECEMBER, 1931

NUMBER 3

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### Association Notes

#### DR. ZOOK RESIGNS

To members of the Association—and particularly to members of the Commission on Institutions of Higher Learning—it will come as a matter of deep regret to learn that Dr. George F. Zook, for six years the most efficient secretary of the higher commission, has felt it necessary to resign his office, effective October 1st last. Stress of work has impelled him to his decision.

In Dr. Zook's stead Dean George A. Works of the University of Chicago has been selected to carry on the work as Secretary. Dr. Works is Dean of Students and University Examiner at the University of Chicago and is in charge of the testing program and all extra-curricular activities. He has participated in a number of educational surveys and is the author of a number of works dealing with educational problems. While regretting the resignation of Dr. Zook the Association most heartily welcomes Dr. Works to the circle of its administrative staff.

#### ERRATA

Attention has just been called to the fact that in the list of accredited schools published in the June QUARTERLY, Pancreatia Hall, located at Loretto, Colorado, is listed as a three-year school. The school is a regular four-year school.

#### INSTITUTIONAL EXPERIMENTATION

Recently the Association has authorized deviations from established standards in the case of a number of its in-

It has also just been brought to the notice of the Editorial Office that the high school at Pryor, Oklahoma, was omitted from the published list of accredited schools. Examination of the "copy" sent to the publishers reveals the fact that the name had inadvertently been omitted before it reached us. Pryor has been continuously accredited by the Association since 1924.

#### "JEREMIAH WAS RIGHT"

The current issue of the QUARTERLY contains the address of one of the guest speakers before the Convention in March—that of Professor Thomas H. Briggs of Teachers College, Columbia University. Professor Briggs contends that Jeremiah told his people some things that were true and that ought to have been told them, but things that they did not like to hear spoken. Nevertheless, thinks Dr. Briggs, Jeremiah was right in speaking up in meeting. So, Dr. Briggs, imitating Jeremiah, spoke up. Not all will agree with him as to the wisdom of so doing nor as to his proposed remedies for alleged defects in education. Certainly, however, his address makes interesting reading.

stitutional members. This issue of the QUARTERLY contains the reports of the five Committees charged with the task of supervising the several experiments. These reports make interesting reading. It is obvious from them that while flexibility in organization, administration and methods are being encouraged, the departures from fixed practices are being scrutinized with care. The experiments reported concern Joliet Junior College, Kansas City Senior High School and Junior College, Stephens College, Tulsa Public Schools, and Iowa State Teachers College.

#### THE NEXT MEETING

It seems advisable to remind members, through each issue of the QUARTERLY, of the exact time and place of the annual meeting. These are set respectively for March 15-18, 1932, and for the Stevens Hotel, Chicago.

#### THE FIRST ECHO

The following is a letter sent to the Editorial Office by President Elliott of Purdue University. The letter is from the Head of the Department of English in that institution and relates to the N. C. A. proposals respecting Entrance Requirements in English. It is the first echo that has come from the front.

PURDUE UNIVERSITY  
LAFAYETTE, INDIANA  
DEPARTMENT OF ENGLISH

October 8, 1931

PRESIDENT E. C. ELLIOTT,  
FOWLER HALL.

Dear President Elliott:

I am returning the reprint of the "Uniform N. C. A. College Entrance Requirements in English." I have examined the report with a great deal of interest. It seems to me to be, on the whole, very sensible and if it is widely read should prove extremely useful.

The statement in regard to entrance requirements in English makes a standard which is far above what we actually expect, but it does furnish an excellent ideal toward which to strive.

I am also particularly interested in Item 18 page 20, on teacher training. You notice that a minimum of fifteen hours of rhetoric is suggested, which is nine hours more than the requirement in the State of Indiana. Our requirement seems almost absurdly small.

Sincerely yours,  
H. L. CREEK.

#### DEATH CALLS AGAIN

Since the last issue of the QUARTERLY, death has taken two more of the former prominent workers in the North Central Association—Mr. Horace A. Hollister and Mr. Thomas Lloyd-Jones. Mr. Hollister died late in the summer; Mr. Jones passed away in Madison, Wisconsin, on September 4th.

Mr. Hollister had a long and distinguished service with the North Central Association. His conspicuous activities began in 1903 when he was elected a member of the Association under the official designation of "High School Visitor." At the same time there were elected to membership five other men who with Mr. Hollister became the nucleus of the Association's "Board of Inspectors" which later became the Commission on Secondary Schools. These original six members were, besides Mr. Hollister: Messrs. A. S. Whitney, University of Michigan; W. W. Boyd, Ohio State University; A. W. Tressler, University of Wisconsin; J. F. Brown, State University of Iowa; and George B. Aiton, state high school inspector for Minnesota. Some of these men however (and possibly Mr. Hollister) had been attending North Central Association meetings previous to the time of their official election as members. Mr. Hollister was chairman of the Board of Inspectors for a number of years and was a familiar figure on the floor of the Association until within a year or two past.

Mr. Thomas Lloyd-Jones became actively connected with the Association when he was appointed High School Inspector for the University of Wisconsin

in 1915. He served as Chairman of the Commission on Secondary Schools during the years 1926-1928. He also contributed much to the Association in other ways. Those who have attended the annual meetings of the North Central Association during the past fifteen years will remember his striking appearance, his constructive leadership, his practical idealism, his sterling honesty, and his enormous capacity for work.

#### REPRINTS

Reprints of the following reports and studies recently published in the QUARTERLY are available at the prices named:

I. Three reports on English (Bound as a Unit).....	\$ .25
1. A Qualitative and Quantitative Unit in Lyric Poetry.	
2. Units in English Correlated with Vocational Guidance.	
3. Three Units in American Life as Interpreted in American Literature.	
II. College Entrance Requirements in English.....	.20
III. Report of the Committee on Athletics .....	.10
IV. Improvement of Accrediting Procedures .....	no charge

For Reports number I and II above, address C. O. Davis, Editor, N. C. A. QUARTERLY, Room 1439, University Elementary School, Ann Arbor, Michigan; for Report III address President H. M. Gage, Coe College, Cedar Rapids, Iowa; for Report IV address Dean M. E. Hagerty, Minneapolis, Minnesota.

The Editorial Office of the QUARTERLY also has on hand a number of the earlier curricular studies. For lists of these and prices, see the QUARTERLY for March 1931, p. 443.

#### TOO MANY SMALL RURAL HIGH SCHOOLS

The Federal Office of Education has recently made a study of more than 14,000 rural high schools having enrollments of 250 pupils or fewer. It appears to the Office that these schools are generally very weak when compared with large city high schools. In particular the Office says:

"Since the World War . . . a multitude of small high schools has sprung up in sparsely settled regions—many with 30 to 50 pupils and with as few as two teachers. Many of these institutions, lacking any intelligent plan of what a rural high school should be, are very poor imitations of the great city schools with a hundred times as many students and with elaborate equipment.

"With a small teaching staff no teacher can be a specialist in his subject. . . . He may be instructor in a dozen different subjects, in some of which he is poorly qualified. . . .

"The course of study also suffers. . . . The school is deficient in science courses and is generally without any vocational work to offer. Limited in funds and teaching force, it can stick only to type class organization and methods. Extracurriculum work, sports, dramatics, the school paper, all of which play large and necessary roles in city secondary school life as lessons, must often be omitted."

Among the remedies to the serious situation offered by the Federal Office of Education are: "School consolidation, the conversion of some small senior high schools into junior high schools, the employment at good salaries of teachers who are experts in special subjects to cover several schools in a district, or the wide use of correspondence courses under competent supervision."

Can the North Central Association aid in this movement?

# Report of the Committee on Reports to High Schools

Since the adoption by the Association in March, 1930 of the report of your special committee on *Reports to High Schools*, many inquiries have been answered by members of the committee relative to the matter of making these reports. These letters of inquiry have revealed an eagerness on the part of higher institution members to conform promptly to the wishes of the Association. Since a great many of the higher institution members have heretofore been sending grade reports on freshmen back to the high schools, the new legislation involved only the additional "average grade of all students in each course pursued." This additional information showing the average grade in freshman courses really involves relatively little additional work.

The following suggestions are submitted relative to ways and means of securing average grades in Freshman courses.

Undoubtedly the majority of the recording offices of the colleges and universities receive grades from instructors on report sheets listing the students alphabetically and indicating the grade after each name. In all such cases, it is a very simple matter to secure the average grade in the course because of the fact that all of the grades are available from the report sheet. A number of institutions even ask the instructors to include on the report sheet the average grade of the class and in all such cases it means merely a transfer of the average grade from this report sheet to the report on freshman grades which is to be mailed to the high school principal.

Other institutions receive their grades from instructors on class cards and, as a rule, file these class cards immediately in alphabetical order by students. Such

an arrangement, of course, breaks down the class list and consequently, therefore, necessitates some other method of obtaining the class average grade. If such institutions should call for the average grade from the instructors, then the matter would be solved, but if such a procedure would not be practicable it is recommended that the average grade in each course be computed before the class cards are distributed alphabetically by students. In other words, the class cards are turned in to the office by the instructors by courses and if the office could obtain the average grade in such courses before breaking down the cards into the alphabetical list by students, the information would be more readily obtainable than by securing the information after the cards have been distributed alphabetically.

Inasmuch as the duplicate reports for the Association will not be due until the end of the first semester of 1932-33 it is planned to send to all higher institution members a letters calling attention to the advantages to be derived from such reports and suggesting a simple plan for making the reports.

Your committee wishes to report that the resolution which came from the secondary schools requesting higher institutions to report to each high school the record of its graduates has been met promptly and willingly by higher institution members in complying with the resolution of the Association.

A sample report submitted by one higher institution member for the first semester of 1930-31 is submitted herewith as Exhibit "A" and is made a part of this report.

Respectfully submitted,  
(Signed)

C. S. BOUCHER, Chairman  
C. R. MAXWELL  
IRA M. SMITH

March 18, 1931.

<sup>1</sup> This report was made to the Commission on Higher Education at the time of its meeting in Chicago, March, 1931.—The Editor.

## EXHIBIT "A"

UNIVERSITY OF MICHIGAN  
REGISTRAR'S OFFICE  
ANN ARBOR

February 28, 1931

To the Principal:

At the annual meeting of the North Central Association of Colleges and Secondary Schools, held in March 1930, it was voted to adopt the following report:

"That each higher institution member of the Association should send to each secondary school member at the end of the first term or semester of each academic year, a transcript of record of each freshman who entered from the secondary school member concerned; each third year a duplicate of each transcript sent to each secondary school member should be sent to the Association; each transcript of record and its duplicate should show the courses pursued, the credit earned in each course in term or semester hours, the grades received, and the average grade of all students in each course pursued; each third year the Association should send to each secondary school member a tabular report showing the relative degree of success of students from all secondary school members in all higher institution members, and that when this tabulation is made it shall be so arranged as to reflect the practices and procedure of the colleges in the administration of

students as well as those of the secondary schools."

In accordance with the above resolution I am pleased to send you herewith a report of the first semester grades for 1930-1931 for your graduates who are now freshmen in the University of Michigan. In addition, I am also sending you a summary showing the average grades in the courses normally pursued by freshmen. However, quite frequently freshmen secure permission to take courses in advance of regular freshman courses and for that reason it may be that a few courses taken will not be found in the average grade report.

The key to the marking system at the University of Michigan used in this report is:

A—Excellent .....	4 points
B—Good .....	3 points
C—Fair .....	2 points
D—Passed .....	1 point
E—Failure .....	no points
I—Incomplete .....	
X—Absent from examination .....	

D and E are final grades and cannot be raised by subsequent examinations.

The average grade in each freshman course has been figured by multiplying the total hours of each grade given in the course by the corresponding number of points and dividing the total thus obtained by the total hours reported. Reports of "I", "X", and "N. R" (No Report) have not been included.

Yours very truly,  
IRA M. SMITH, Registrar.

North central association of colleges and secondary schools  
Report of committee, 1931 meeting v p. 242-71

## UNIVERSITY OF MICHIGAN

GRADE POINT AVERAGES FOR ALL STUDENTS IN THE UNIVERSITY ENROLLED IN COURSES  
NORMALLY PURSUED BY FRESHMEN\*

FIRST SEMESTER 1930-1931

Course	Grade Point Average	Course	Grade Point Average
Architecture 1	2.2	German 32	2.8
Architecture 2	2.5	Greek 1	2.5
Biology 5	2.7	Greek 31	3.1
Botany 1	2.3	History 11	2.2
Chemistry 3	2.0	Latin 1	2.5
Chemistry 5	2.4	Latin 3	2.5
Chemistry 5E	2.1	Latin 5	2.6
Drawing 1	2.8	Latin 7	2.5
Drawing 21	2.5	Mathematics 1	2.4
Education F5a	3.3	Mathematics 2	2.4
Education F5b	3.4	Mathematics 3	2.2
Education 41	2.8	Mathematics 4	2.1
Education 41a	2.7	Mathematics 5	2.0
Education 41b	1.8	Mathematics 6	2.2
English 1	2.3	Mathematics 7	2.1
English 2 (L. S. & A. Music & Ed.)	2.3	Mathematics 8	2.0
English 2 (Engr. Arch. & Phar.)	2.5	Pharmacy 1	2.4
French 1	2.5	Physics 5	2.3
French 2	2.2	Physics 35	2.1
French 31	2.2	Political Science 1	2.1
French 32	2.6	Shop 2	2.7
Geography 1	2.2	Spanish 1	2.3
Geology 1	2.0	Spanish 2	2.3
German 1	2.3	Spanish 31	2.5
German 2	2.2	Spanish 32	2.8
German 31	2.6	Zoology 1	2.3

\* Cases of incomplete work and cases in which the instructor failed to report a grade were disregarded in making these calculations.

A—Excellent, 4 points; B—Good, 3 points; C—Fair, 2 points; D—passed, 1 point; E—failure, 0 points.

# ✓ Progress Report of the Committee on Library Standards<sup>1</sup> ✓

Last year our Committee reported some data on junior college libraries together with certain problems affecting the library of any higher institution. We also proposed certain schedules for the analysis of library administration. These were used in the case of libraries of all institutions seeking accreditation and in various other inspections. In the published report we recommended that the Commission undertake a more intensive study of the senior college library than the resources of our Committee permit.

Many current studies are concerned with college library problems of a purely administrative nature, e. g., problems of cost, time, personnel, and space. Insufficient attention, we feel, is being given to criteria for the *educational* functions of the library—for example, the nature and effects of efforts by the college library to encourage voluntary reading upon important social issues, the evaluation of collateral reading as compared with the content of lectures, or the evaluation of library materials intended to stimulate the professional growth of faculty members.

The sort of study which the Commission proposes to undertake as a means of checking the validity of all the standards used in accrediting higher institutions should supply most of the data needed to suggest the opportunities and shortcomings of the library as a phase of the curriculum. If library services are studied in their relation to the problems of instruction in a few selected institutions, it should be possible to identify educational values of the library that are seldom realized. Such a study should also in-

dicate solutions for the many problems of library administration arising from the recently increased emphasis upon student reading.

The present report deals more directly with the question of standards than the report of last year anticipated. Three considerations led the Committee to prepare the list of tentative standards attached hereto. The first of these is the chagrin we feel whenever a reference is made to the three virtually meaningless standards for college libraries now imputed to this Association. The second is the collection of evidence from our own and other studies which permit the formulation of much more definite administrative standards. The third is the fact that standards governing the mechanical features of library service can be stated now without restricting the objectives of such service. Studies concerned with the curriculum aspect of the library will undoubtedly change present objectives far more than they will change present notions concerning mechanical efficiency.

The list of standards accordingly forms the main exhibit of this report. (Exhibit A) Most of the standards are based on the facts of current practice. Where the pertinent facts are not available, the standards are based on the advice of selected specialists.

The Committee considers it unnecessary to present this list of standards for formal adoption at this time. Our efforts have resulted rather in giving clarity and definiteness to the existing standards than in any revolutionary changes. While the standards concern only the administrative facilities of the library and do not specify the educational functions considered desirable, the facilities are essential to the successful performance of

<sup>1</sup> This report was made to the Commission on Higher Education at the time of its meeting in Chicago, March, 1931.—The Editor.

any functions. If this exhibit is printed in the QUARTERLY as last year, the Commission can examine it at leisure and take what action is considered appropriate at some future time.

In addition, the Committee has an interest in several other studies. Eight studies are briefly outlined in Exhibit B. The funds assigned the Committee were used to stimulate two of these; namely a study by Eugene Hilton (author of the *Junior College Book List*) of the periodicals most useful to the typical arts college, and a study of student use of the library conducted by Alvin C. Eurich of the University of Minnesota. Both projects are outlined in Exhibit B, (numbers 7 and 8).

In order that the Commission may study the educational problems of the college and university library more intensively, the present Committee asks to be discharged.

BETTY H. PRITCHETT  
EDGAR W. KING  
DOUGLAS WAPLES, Chairman.

#### EXHIBIT A

##### LIBRARY STANDARDS FOR A LIBERAL ARTS COLLEGE

The college shall provide a library of live, well-distributed, and professionally administered books and periodicals bearing specifically upon the subjects taught and housed in adequate quarters. In amplification of this general statement, the following specifications are recommended:

###### 1. Book Collection

a. There shall be a minimum of 15,000 titles and in addition sets of bound periodicals, exclusive of public documents, whatever the size of the student body. A much larger collection is advisable and it shall be increased each year by an annual expenditure of not less than \$2,000 for books, periodicals, and binding, or by an annual expenditure of not less than

5% of the educational budget, whichever is greater.

Fifteen thousand book titles, plus sets of bound periodicals, preferably unbroken, is less than the collection of the average sized college library. Since the size of the collection beyond this figure is believed<sup>1</sup> to have no direct bearing upon its quality, there is perhaps no reason for increasing the minimum requirement beyond 15,000 titles.

The distribution<sup>2</sup> of the college library book budget is: high, \$18,000; low, \$500; mean, \$2,000+. 65% of cases are below \$3,000.

The distribution of library budgets is: high, \$40,461; low, \$500; mean, \$9,300.

The distribution of library budgets per student is: high, \$110; low, \$5.00; mean, \$20+.

In terms of the ratio which the library budget is of the educational budget, the percentages are: high, 17.8%; low, 2.1%; mean, 7%.

The mean educational budget per student is \$178.

b. A well *selected* collection of public documents shall supplement the collection.

Standards governing public documents are affected by a bill before the last Congress, the Johnson-Andresen Bill, which would make any college a depository for government documents instead of the 200 college libraries which are depositories now.

c. Approximately 200 periodicals of standard worth shall be currently received at the library, permanently preserved, and made accessible to students.

A current study for this Committee

<sup>1</sup> On the basis of evidence presented in the 1930 Report of this Committee.

<sup>2</sup> This and the following distributions represent data obtained from the libraries of 200 typical four-year colleges, representing all sections of the country, by Professor W. M. Randall, University of Chicago.

by Dr. Eugene Hilton, of Berkeley, California, is described in Exhibit B, No. 7. In one year's time or less, this study should produce trustworthy ranked lists of periodicals in each of several subjects.

d. *Duplication* should be carefully considered. Wide duplication will be necessary in the fields of education and the social sciences because of the size of classes. A maximum amount of duplication is probably 15%. Librarians with limited book funds may find it necessary to require that duplication beyond three copies of a title be covered by funds collected from the classes involved. Rental collections are one such method. Care should be taken not to work an injustice to students by this procedure. In general, it will be to the advantage of the student to contribute a few cents for the purchase of duplicates rather than to buy a number of expensive books for himself.

No data are at hand to justify this recommendation. Since departmental practices vary in regard to duplication of references, it is not possible to count the institutions following the method recommended.

e. Distribution of the collection shall be such as to meet the needs of all courses of instruction offered. In order to insure that the collection is a live one, the holdings of the library should be checked periodically against the most authoritative lists available in the various fields.

No data are available for the reason indicated above. No one distribution is likely to suit more than a few institutions.

f. *Book purchases* should be made by authority of the librarian. If local conditions require departmental budgets, then the librarian should have the free disposition of 30% of the total library budget. This fund should not be used to meet costs of binding, repair, depart-

mental periodicals, or excessive duplication.

No data. Data governing library practice in this regard are difficult to secure and still more difficult to interpret. The reason for the difficulty is that in many colleges in which library funds are spent by departmental committees, the selection of books is actually governed largely by the librarian's advice. In other colleges in which the librarian is authorized to spend the book fund, the practice is the other way; that is, the actual selection of books is made by departmental committees. Obviously, the qualifications of the librarian determine which of these methods is preferable. A well-balanced library, however, necessitates both a librarian competent to determine and adjust the needs of all departments and his complete control of the funds for this purpose.

g. *Accessibility* should be assured by giving students free access to the stacks or to a collection of books which shall include the standard works of general reference and the classics of literature, both fiction and non-fiction.

Of the libraries sampled, 25% have closed stacks; 10% have stacks open with restrictions; and 65% have open stacks. The present tendency is toward closed stacks with supplementary browsing rooms.

h. Facilities for study shall be provided in the stack room for at least 20% of the faculty and students, or elsewhere if conditions require closed stacks.

One hundred per cent of the student body are provided with a chair and table by 1% of the libraries sampled; 50% of the student body are so provided for by 15% of the libraries; 30% of the student body are provided with study facilities by 34% of the libraries; and 20% of the student body are provided with study facilities by 73% of the libraries.

## 2. Personnel

a. "Professionally administered" shall be interpreted to mean that the library shall be administered by an experienced librarian with the equivalent training required for the degree of Bachelor of Library Science in an accredited library school and such length or quality of experience or graduate study as would qualify him for the rank of full professor in the given institution.

If one counts librarians who have had so little training as one summer course in an approved library school, the range of 156 college libraries is: All staff members are trained in 81 libraries; no staff members are trained in 20 libraries. The head librarian is trained in 136 libraries.

We have, however, on evidence that books are selected to better advantage by technically trained librarians than by librarians without technical training. In fact, the libraries examined show a low negative correlation between quality of the book selection and technical training on the part of the librarians. Granting the validity of the measures applied, the fact suggests either that the training received in library schools is ineffective in improving the ability to select good books or that the books are actually selected by the staff members who have not attended library schools.

In submitting this important evidence, the committee wishes to emphasize the belief that technical training is highly important for college librarians. The possibility of large improvement in the content and method of library school courses in book selection should not be cited as excuse for failure to meet this standard.

b. The librarian shall have at least one full-time assistant of equal training and such additional full-time or part-time assistants as shall be required to insure a proper and adequate library service. At

least one trained person shall be available to users of the library at all times, besides any professional assistants needed to perform the technical duties of cataloging, etc.

Of 156 libraries, the distribution is: no full-time assistants in 48 libraries; one full-time assistant in 37 libraries; two full-time assistants in 32 libraries; and three full-time assistants in 11 libraries.

c. Assistants, including student assistants, shall be chosen by the librarian on the basis of their qualifications for the work.

No data. The data available are difficult to interpret here because student assistants are frequently chosen by librarians from a list supplied by the president's office or by some other agency to whom needy students apply for work. Various other conditions have been found to prevent the librarian from engaging those students who are likely to render the best service.

d. It is recommended that the academic qualifications of librarian and assistant librarian shall be the same as those for a professorship and assistant professorship in the institution and they shall be accorded the same privileges.

The librarian and assistant librarian are so qualified in 41% of the libraries furnishing data on this point<sup>8</sup>.

## 3. Quarters

a. The library shall be housed in a fire-proof building, so constructed as to be capable of expansion as needed, and conveniently arranged for library use. Reading room space should be sufficient to seat at least 25% of the student body and the cataloging room should be ample and adjacent to public catalog and stacks. Several seminar rooms should be provided if possible.

Sixty-five per cent of the reporting libraries are housed in separate fire-proof buildings; 30% are capable of

<sup>8</sup> Based on returns from 17 libraries only.

expansion, and 30% are conveniently arranged for library use.<sup>4</sup>

#### 4. Library Budget

a. The following distribution is suggested for the library budget:

Salaries and wages.....	58 per cent
Books and periodicals....	30 per cent
Supplies and printing....	4 per cent
Binding .....	4 per cent
New equipment.....	3 per cent
Miscellaneous .....	1 per cent

b. The total library budget should amount to not less than 5% of the total college budget, exclusive of capital outlay.

It is a noteworthy fact that returns from the 200 college libraries contain no evidence to justify this distribution or any other. No uniformly positive relationship is found even between the quality of the book selection (as evaluated by departmental juries) and per cent of the library budget that is spent for books, which one would certainly expect. The committee infers from this the very real need for more precise and more reliable criteria for the selection of books for college libraries.

#### 5. Hours of Opening

a. The library should be open a minimum of sixty hours a week during the college year.

The sampling shows that 92% of the libraries are open more than 55 hours per week.

### EXHIBIT B

#### I. THE READING INTERESTS AND ACTUAL READING OF STUDENTS, GRADUATES, AND FACULTY MEMBERS

##### 1. A survey of student reading at the University of Chicago

By means of a checklist of topics discussed in non-fiction published since 1919, the relative interest of various stu-

dent groups is determined for the various topics. The groups are formed on the basis of sex, years of schooling, major department, intelligence, size of home community, and other factors. Returns have been secured from nearly one-third of the resident students, ranging from the freshman year through the graduate school. Hence it is possible to study the effect of departmental instruction upon changes in students' reading interests, the extent to which subjects of interest to typical groups of students are represented by courses of instruction or library reading, and other questions of equal importance. The data on reading interest are supplemented by data on the amount of reading upon the various topics. Data from similar student groups in two state universities and in some fifteen small arts colleges will be available for comparison.

##### 2. Student reading and the library at selected arts colleges

Data like those described in the Chicago study are being obtained from ten colleges selected to cover a wide range in size, geography, finances, and type of curriculum. However, in addition to the data on reading interest and actual reading in non-fiction subjects, library call-slips are obtained from each student participating in the study. The record of each student's reading is then checked by each of his instructors to show what proportion of the items were read with a view to academic credit. The result is a clear indication of the inter-relationships among reading interest, actual reading (both required and voluntary), and the various sources from which students obtain their reading.

##### 3. Reading interests of college and university graduates

Patterns of reading interest in contemporary non-fiction subjects are being secured from men and women graduates of a large state university and from

<sup>4</sup> Based on returns from 17 libraries only.

three important arts colleges that maintain active relations with their alumni by means of reading courses, lectures, and other academic contacts. The topics upon which graduates prefer to read are shown separately for each group, the groups being formed with reference to sex, type of occupation, and year of graduation. Comparisons between the non-fiction subjects of most reading interest to graduates in a given occupation and those of most interest to students intending to enter the same occupations should bear not merely upon the problem of the students' general reading but upon various other curriculum problems as well.

#### *4. Reading interests and actual reading of teachers and prospective teachers*

A more direct comparison between the reading behavior of students and graduates within a single profession is being undertaken as a phase of the National Survey of the Education of Teachers, conducted by the Commission of Education and Professor Evenden of Columbia University. Substantially the same methods are employed as in the University of Chicago survey. The findings of most interest will doubtless concern the nature and scope of voluntary reading by teachers college students as compared with arts college students, also the subjects of most reading interest to teachers as compared with members of other professional groups. The latter comparison bears directly upon the degree to which teachers are concerned about social problems of immediate importance to our civilization, and upon the influence of the library toward their interest in such problems.

#### *5. The professional reading of college faculties*

A project now under consideration by the Association of American Colleges would examine the extent to which arts college faculties are familiar with the

annual publications of primary importance to any professor in one of three or four selected fields. It would also determine the source of the material with a view toward conclusions regarding the responsibility of the college library to provide materials essential to the professional growth of faculty members.

### II. CRITERIA FOR COLLEGE COLLECTIONS

#### *6. Methods of selecting important titles*

In view of the increasing importance of evidence concerning the relative merit of books in a given field and the increasing number of buying lists in which insufficient attention is paid to such evidence, it is reassuring to note a current study by the librarian of the State Teachers College at Pittsburg, Kansas—Miss Odella Nation. Her study represents an attempt to determine the relative merits of three methods of evaluating titles in a given field. Choosing the field of educational psychology, she secured independent ratings of titles by frequency of mention in thirteen authoritative source books, by frequency of occurrence on reserve lists in teachers college libraries, and by individual ratings of a selected list of college instructors. By correlating the three lists with the composite list, the relative validity of each method was estimated.

#### *7. A rank-list of periodicals*

Dr. Eugene Hilton, author of *A Junior College Book-List* (University of California Press) which is the most intelligently compiled booklist with which the present writer is familiar, has undertaken for the North Central Association to apply the same procedure to a list of periodicals for the library of the four-year college. By pooling the subscriptions of some sixty colleges, a master list of 1,500 titles has been compiled. This list is then sent to instructors chosen by the presidents of selected colleges in order that each instructor may

ate the periodicals relating to his academic field and specify the purpose for which each is used. The resulting rank lists of titles in each field should facilitate the librarian's selection of titles that are most useful to the college library as a whole as well as those of most value to individual departments.

### III. LIBRARY SERVICES

#### 3. Student use of the library

Dr. Alvin C. Eurich of the University of Minnesota is engaged in a highly significant study of library services in that institution. By means of data concerning students enrolled in selected courses collected both by question blank and by observation in the library, and by additional data recorded by library attendants, he is studying the relative demand by different student groups for library materials of different types, the effect of intelligence and scholarship upon use of the library, the relation between the amount of voluntary to required reading, differences in the amount of library reading from week to week throughout each college term, sex differences in library patronage, relative demand for reserve books and other books, and other significant questions.

Among the findings reported to date the following are typical. The data have been checked for reliability in each case.

- a. Approximately one-fourth of the total amount of time spent in reading and study is spent in the university library.
- b. No significant relationship is found between intelligence and the total amount of reading time or the total number of pages read; nor is there any significant relation between scholarship and the total amount of reading time or the total number of pages read.
- c. There is no significant relationship between amount of reading in the library and outside of the library.
- d. A significant positive relationship is found between the amount of reading in the library and scholarship ( $r = .31 \pm .05$ ).
- e. Women use the library significantly more than men.
- f. No significant relationship is found between the extent of reading for credit and purely voluntary reading.
- g. Self-ratings by students on the relative amounts of required reading are almost wholly unreliable, as shown by correlation with accurate records of such reading.
- h. A slight tendency appears for students of superior intelligence to do relatively less assigned reading and relatively more voluntary reading.

DOUGLAS WAPLES, Chairman

BETTY PRITCHETT

EDGAR KING

# Report of the Committee on the Joliet Junior College Experiment

During the past year the experiment undertaken by the Joliet Township High School has been continued and extended. The purpose is experimentally to equate the value and content of courses offered in the senior high school with similar courses offered in the junior college.

Last year's report dealt with chemistry. In that field, so far as it relates to general chemistry, the objective data have continued to be found and this phase of the enterprise may fairly be said to have been brought to a positive conclusion. The data are contained in a report of the Superintendent which is filed herewith and made a part of this report.<sup>1</sup>

During the current school year a similar experiment has been applied to American History. In this field it is more difficult to secure convincing statistical data. The teaching program is, however, being pushed forward and the management of the school expects to have some objective material in hand by the

end of the current academic year. Similar work might undoubtedly be carried forward especially in physics, mathematics, the social sciences, and English. We are inclined to urge the management of the school to embark at once in a study of these fields.

The committee then reports that positive and affirmative results have been found in part, that the experiment is being pushed on, somewhat slowly perhaps but definitely, and recommends that the undertaking be continued with the approval of the North Central Association.

The committee deplores, as does our whole profession, the untimely death of one of its members, Dean Chadsey, of the University of Illinois. The committee is thus constrained to request that his place be filled.

Respectfully submitted,

HENRY C. MORRISON  
JOHN E. STOUT

## Experiment in American History—Joliet Township High School and Junior College

By W. W. HAGGARD  
SUPERINTENDENT OF SCHOOLS

The experiment in American History relative to possibilities of eliminating duplications in the 12th year and the 1st year of college or university is underway, but no objective results will be obtainable before the end of the present school year. The set-up of the experiment consists of the selection of sixty

(two classes) superior pupils out of a group of 250 pupils, according to the Iowa World History Test (1929—Iowa Academic Contest—1929: Examination in World History: Test A) given to the pupils in their junior year (last May, 1930), the intelligence test given to the same pupils in their freshman year (three years ago), and the judgment of the teachers of the world history courses (last year, May, 1930). The eight Am-

<sup>1</sup> The report referred to was published in the QUARTERLY last year, Vol. V. No. 2, pp. 193-196 (September 1930).

ican History classes—the two classes selected pupils and the six classes of non-selected pupils were given the Columbia Research Bureau American History Test (Carman, Barrows, and Wood) Form A, in September, 1930. The six non-selected classes of pupils were also given Form B of the Columbia test in January, 1931, the end of the semester course for the non-selected pupils. The two classes of selected pupils will be given Form B of the Columbia Test the last of May at the close of their year's course.

Two problems arise in making comparison of the attainments of the selected classes with the attainments of students in the first year of college or university. In the first place, few colleges or universities offer a comprehensive course in American History comparable to the course now given in the 12th year of our high school to the two selected classes. Second, coincident with this difficulty is the problem of obtaining norms of attainment of college students as is true in the case of our chemistry.

Mr. T. M. Deam, Head of the Social Science Department in charge of this experiment, obtained the list of junior colleges (35), given in "The Social Studies in Fifty Typical Junior Colleges in the United States," by Professor Charles Henry Scherf of the Northern Montana School, University of Montana, Havre, Montana (Historical Outlook, January, 1931), which offer American History. Letters are now being received from these 35 institutions in answer to a questionnaire relative to (1) Nature of American History course offered, (2) Allotment of time, (3) Organization of teaching material, (4) Standard of attainment, and (5) As to the possibilities of making comparison of attainments.

As the study or experiment now stands, the chief problem seems to be to find a means of comparison of the attainments of our 12th year pupils with the attainments of 1st year college or university students. By June, considerable more should be done upon this experiment.

# Report on the Reorganization of the Senior High School and Junior College of Kansas City, Missouri

(A Committee Report)

To the North Central Association of Colleges and Secondary Schools.

Ladies and Gentlemen—

Your Committee appointed to supervise the experiment in junior-college education in Kansas City, Missouri, was unable to repeat during this academic year the visit which it made to Kansas City prior to the 1930 meeting of the Association. It therefore asked for a report from Superintendent Melcher. This report was received on March 11, 1931 and shows that the experiment is being carefully conducted and that adequate steps are being taken to test the

results secured. Quantitative data will be available at the end of the second semester of this academic year which will show how successful the experiment has been.

It is the judgment of the Committee that satisfactory progress is indicated by Superintendent Melcher's report and that the Association should approve the continuation of the experiment.

Superintendent Melcher's full statement is attached.

Respectfully submitted,  
GEORGE F. ZOOK  
LEONARD V. KOOS  
CHARLES H. JUDD, Chairman

## Report on Junior College Experiment in Kansas City, Missouri

By GEORGE MELCHER  
SUPERINTENDENT OF SCHOOLS

At the meeting in March, 1929, the North Central Association approved an educational experiment proposed by Superintendent George Melcher of Kansas City, Missouri. This proposal grew out of the fact that for more than sixty years the elementary schools of Kansas City have been organized on what is known as the seven-year plan instead of the generally accepted eight-year plan. Objective data justify this plan of organization for Kansas City. Superintendent Melcher's petition proposed an experiment in the secondary period which seeks to save time for the student, without loss of educational efficiency.

To some there is ample justification for the belief that by eliminating duplications, by omitting useless materials,

and by improving techniques the secondary period can be shortened a year without loss of power on the part of the student. In this particular experiment the plan is to cover essentials of the last two years of the standard high-school course and the two years of the junior-college course in a period of three years.

The principal curricular changes have been made in the work offered in the first year of the course. Pupils who enroll for the course have completed work equivalent to the second year of a standard four-year high school and so are at the eleventh-grade level at entrance.

The required work in the first year of the experiment comprises English, natural science and social science. Ad-

tional work from other fields is at the student's option within reasonable limitations as to sequence and amount. The subject matter of the first year, both in amount and in method of presentation, is designed to prepare students for work of college grade in the two succeeding years of the course. The subject matter of the second and the third years is of standard junior college rank.

Pupils enrolling for the experiment represent two units of high-school English, two units of mathematics, two units of social science and one unit of natural science, and two units from the electives. The English required in the first year, *An Introduction to Literature*, is a course designed to enrich the experience of the student by revealing the manifold interests of life through study of literature and its related arts. The work required in natural science is Biology for pupils offering General Science as the entrance credit. Pupils offering Biological Science for entrance take *Introduction to Science*, which is a course that is chiefly Chemistry in one semester and chiefly Physics in the other semester. All pupils in the experiment enter with one unit in Community and Vocational Civics and one unit in *The History of Civilization*. The required work in the first year is a survey course in American History.

The first group—176 pupils—was enrolled September, 1930. In May, 1930 all sophomores in the Northeast High School were called together to hear an explanation of the plan for the experiment. Any pupil in that group expecting to do as much as two years of college work was invited to consider the plan. The only condition imposed was a serious purpose of doing at least two years of college work. It was pointed out that expectation of successful work at the college level presupposes successful experience in high school. The 176 pupils who enrolled for the experiment

if sectioned as to ability as evidenced by group intelligence tests, by teachers' estimates, and by semester grades would be rated as follows: A's (high) 30; B's (medium) 134; C's (low) 12.

The following tests were given early in the first semester and other forms of the tests will be given near the close of the second semester:

The Otis Self-Administering Test of Mental Ability—Form A

The Iowa High School Content Examination—Form A

The Nelson-Denny Reading Test for College and Senior High School—Form A

The Pribble-McCrory Diagnostic Tests in Practical English Grammar—Form A

Power's Diagnostic Latin Test—Form I

The American Council Beta (French)—Form A

The American Council Beta (Spanish)—Form A

For purposes of comparison all other juniors (eleventh grade pupils) in Northeast High School, 289 pupils, and all juniors in Central High School, 521 pupils, were given the same tests. From these tests is planned to secure objective data for use in evaluating the experiment.

An effort is being made to provide an adequate guidance program. Students desiring degrees in Arts and Science Courses will be assisted in the selection of courses that will meet the requirements of the particular colleges they will enter. Students preparing for special courses, such as medicine, law, or engineering will be assisted in the selection of subjects that give the necessary preliminary preparation.

The purpose is to offer such terminal courses of college grade as local demands seem to justify. In this way the city will serve a group of young people who can not hope to carry their formal

training beyond the junior college period.

The class entering the first year of this experiment in September, 1930, consisting of 176 pupils, will complete the three-year course in June, 1933. It is confidently hoped that approximately 100 of these pupils will persist to graduation and at the end of the three-year course that from 40 to 50 of them will enter various colleges and universities in September, 1933. We shall watch with intense interest the progress which these graduates make in their regular arts courses and professional courses in colleges and universities.

The students participating in the experiment are content and deeply interested. There is reason for expecting an

increase in next year's enrollment. Time will be required for determining the success or the failure of the plan. If it succeeds, time and money will be saved for both the individual student and the general public. If young people can be sent into business or professional life adequately prepared a year sooner than they are now sent, it will be a distinct gain to both the individual and to society. The experiment deserves the sympathetic support of all who are interested in public education. Constructive criticism is in order at any time. If the experiment succeeds, we shall all be gratified. If results do not justify present expectations, a worthy purpose will have been served in the demonstration.

# Report on the Stephens College Experiment

(A Committee Report)

To the North Central Association of  
Colleges and Secondary Schools.  
Ladies and Gentlemen—

Your Committee appointed to supervise the experiment being carried on by Stephens College found it impossible to visit the institution and therefore asked President Wood to supply a written report of the year's work. The full statement sent by President Wood is attached to this report.

President Wood states that the orientation courses with which Stephens College is experimenting were used at two centers in California, namely, Long Beach and Menlo Park. Tests of the new-type examination were given at both those centers as well as at Stephens College. By means of the scores, compar-

sons were made of the success of classes made up entirely of junior-college students and mixed classes in which both college and high school pupils were registered. On the whole, high school pupils seem to have done satisfactory work.

On the basis of the results secured from the tests, the orientation courses are being revised, and it is the expectation that they will be published during the coming year.

The Committee recommends that the statement of President Wood be accepted as a statement of progress and that the experiment be continued.

Respectfully submitted,  
GEORGE F. ZOOK  
LEONARD V. KOOS  
CHARLES H. JUDD, Chairman.

## Report to the Supervisory Committee of the North Central Association on the Stephens College Experiment

By JAMES M. WOOD, PRESIDENT

Last year the Long Beach public schools collaborated with Stephens College in an experiment on orientation courses. As a result, two of the four Stephens College orientation courses were taught in the Woodrow Wilson High School and Long Beach Junior College. These were the courses in the Humanities and in Social Sciences. In teaching the Humanities, Dr. Dudley was assisted by Miss Helen Bailey of the Woodrow Wilson High School. The course in Social Science was taught by Miss Violet Hess of the Long Beach Junior College.

The purposes of the experiment were two: (1) to compare the achievement of high school and junior college students; and (2) to test the value of the content

of the Stephens College courses for students in the public schools. Obviously the first point offers greater opportunity for exact comparison. In the Humanities the experiment was carried on with three sections of juniors from the Woodrow Wilson High School and one section of freshmen from the Long Beach Junior College. The high school juniors were classified according to their scores on the mental test, one section being composed of those who made a high score, the second section of those who made a low score, and the third of those who made a medium score. The college class was made up of C (credit) students only. The set-up in the Social Sciences classes differed in several respects. Since

there was no required course which could be drawn on for pupils, the divisions into sections and the membership of each section were less accurately made. There were only two sections of high school students; these contained both juniors and seniors, and the division according to the mental test was never very accurately drawn. During the first semester one section was nominally superior and the other inferior, but in the second semester this distinction was abandoned. The college class in social sciences was likewise mixed, some of the students being freshmen and some sophomores.

The high school class in the Humanities met five times a week, the college class three times. All classes in Social Sciences met three times a week. In both courses the high school and college classes had the same assignments, and at stated intervals identical quizzes were given. These quizzes were of the new type to which exact answers are demanded, and which therefore could be accurately graded.

#### REPORT ON RESULTS OF STEPHENS COLLEGE ORIENTATION COURSES 1929-30. RESEARCH DEPARTMENT SUMMARY

*Problem I*—Comparison of the achievement of senior high school and junior college students in orientation courses when they have the same teachers but are in different classes.

In this experiment, with these tests, there was little or no difference in the achievement, as indicated by the standard tests, between high school and college students. The Stephens tests, however, indicated a superiority for the college students, especially in Social Studies.

*Problem II*—Comparison between classes composed of college and high school students, in the same class, with regularly organized classes.

The classes at Stephens, composed of high school and college students in the same class, did significantly better on all tests except the standard tests in Social Science.

*Problem III*—Comparison between the achievements of the students who were taught orientation courses and students who were following the standard course of study.

The students who were taking the orientation studies did significantly better on the Stephens tests than did the control group. This indicates that the control group did not get the same subject matter as the orientation group. The students who were in the orientation class also did better on the standard tests than did the control group. However, this difference was not statistically significant. The implication is therefore that the orientation students achieved in the standard subject matter just as well as did the control group.

The reliability of the Stephens tests, as computed by the method of "split halves," is shown in Table I.

TABLE I  
RELIABILITY OF THE STEPHENS ORIENTATION TESTS

Test	Number	Relia-bility	Standard Error
Stephens Social Science .....	280	.947	.006
Stephens Humanities .....	437	.982	.002
Natural Science .....	40	.901	.003

#### SET-UPS FOR PROBLEMS

In reporting on the Stephens College orientation courses for 1929-30, the general investigation concerned itself with studying some of the problems suggested by a four-year junior college organization. Three special problems were considered, the experimental set-ups for which may be described as follows:

*First Problem*—Comparison of the

achievement of senior high school and junior college students in orientation classes at Long Beach, with the same teacher but different classes. In the Humanities there were two high school classes, containing 37 and 30 students; and one college class containing 35 students. In the social sciences there were two high school classes of 26 and 29 students, and one college class of 35 students.

*Second Problem*—Comparison between classes composed of college and high school students with regularly organized classes at Stephens, Long Beach and Menlo. At Stephens the classes were all girls, at Menlo all boys, while at Long Beach all classes were mixed. At Stephens the single class in Humanities contained 38 students, of whom 10 were college and 28 high school students; the social science class contained 30 students, 9 college and 21 high school. At Long Beach, in the Humanities, there were three high school sections, a superior one of 37 students, a medium one of 36 students, and a slow one of 30 students; and a college class of 35 students. At Long Beach, in the Social Sciences, there were two high school classes, one of 26 and one of 29 students, and a college class of 35 students. At Menlo there was a single college class in Humanities of 20 students.

*Third Problem*—Comparison between achievement of students taught orientation subject matter and students following the standard course of study at Long Beach. The seven experimental groups were those just described in the previous problem. The seven corresponding control groups consisted of students taking the standard course. They were composed as follows: In the Humanities, three high school groups—superior, medium and slow—each consisting of 95 students; and a college group of 71 students. In the social sciences, two high

school groups, each of 164 students, and a college group of 132 students.

#### TESTING PROCEDURE

The testing was of two types: that in which the special test was used, and that in which a standard test was used. By special test is meant a test especially constructed for measuring achievement in orientation classes.

Objectives of the special tests:

(1) To serve as a basis for an opinion as to the extent the subject matter taught is mastered; (2) to serve as a basis for an opinion with regard to the extent students who do not take the orientation courses learn either independently or are taught in other classes the subject matter of the orientation courses; (3) to aid the teacher in the reorganization of the courses with the previous training of the student in mind.

Objectives of the standard tests:

(1) To determine the educational status of the students in terms of that measured by standard tests, so that the teaching may be adjusted; (2) to serve as a basis for an opinion as to the extent the subject matter of the standard subjects (that is, treated by the orientation courses) is learned in the orientation classes; (3) to provide a comparison as to the amount of standard subject matter that is learned by those taking the orientation courses and those taking the standard courses.

Administration of the tests:

Both the special and the standard tests were given to all the groups above mentioned. These tests were given both at the beginning and at the end of the school year.

Evaluation of the special tests:

A very positive effort was made toward an accurate evaluation of these special tests. The validity of the test items was carefully checked during construction. Further validation is being made by a quantitative comparison of the emphasis

put on units in teaching compared with the emphasis put in the test. In order that further analysis may be made, the results of a test are checked in two ways. First, there was an analytical and critical study of pupil responses. Next, the statistical treatment was of two kinds, namely, the percentage passing each question and a preliminary check on reliability by splitting the results from a single examination into chance halves, correlating the half scores, and "stepping up" the resulting coefficient of correlation by means of the Spearman-Brown prophecy formula.

#### Selection of the standard tests:

The standard tests which were used in this measurement program were very carefully selected. The principle kept in mind throughout the selection of the tests was that we should use the most reliable tests obtainable that cover the standard subject-matter generally included in the units that made up each of the orientation courses. The tests selected were the following:

#### *Humanities*

Art: Meier-Seashore Art Judgment Tests

Music: Kwalwasser-Ruch Test of Musical Accomplishment

Literature: Logasa - McCoy - Wright Tests for Appreciation of Literature

#### *Social Sciences*

Civics: American Council Civics and Government Tests

European History: American Council European History Tests

Economics: American Council Economic Tests

#### *Natural Science*

General Science: Ruch-Popenoe General Science Test

#### TEST RESULTS

The tests were all given in accordance with the testing program outlined in the procedure. An attempt was made to

have the tests all given at the same time and according to uniform procedure. However, that was not accomplished in all classes. We were less successful in obtaining a standard amount of time for the tests because of administrative rather than other difficulties.

All tests which were given at Stephens were scored there. Of the California tests, the standard tests were scored in California; however, the Stephens tests, which were given in California were scored at Stephens. This was done in order to insure the most uniform procedure in the scoring of all tests.

#### SOLUTION OF SPECIAL PROBLEMS

*Problem I.*—One of the first problems which we will consider is that of the comparison of the achievement of the senior high school and the junior college students in orientation courses when they have the same teacher but are in different classes. This comparison is being made both on the basis of test results and more or less subjective observations. The set-up for investigating this particular problem was as follows: At Long Beach there were classes, including both high-school and college students, in the Humanities, and Social Science courses. The classes in Humanities were all taught by the same teacher and the classes in social science were also all taught by the same teacher. There are two groups of high-school students and one good group of college students taking the Humanities and Social Science courses.

The test results seem to warrant the following statements:

1. In Humanities, the superior group<sup>1</sup> of high-school students did better on two of the four final tests. When all factors are considered, the facts indicate that in this experiment there was no significant

<sup>1</sup> The superior group is used here for comparison because they are the group which compares in ability with the college groups.

difference in the performance of the two groups.

2. In Social Science, the superior high-school groups excelled on one of four final tests. The one test in which the college group did significantly better was the Stephens Social Science Test.

3. In this experiment, with these tests, there was little or no difference in the achievement, as indicated by the standard tests of high-school and college students. However, the Stephens tests indicated a superiority for the college students, especially in Social Science studies.

*Problem II.*—A second and perhaps a most important problem which was considered along with the other already mentioned is that of a comparison between classes composed of college and high-school students with regularly organized classes. There is little doubt that this problem will be the hardest upon which to work effectively.

The set-up which is little more than an approach toward its solution is as follows: Mixed classes in both Humanities and Social Science are taught at Stephens. Classes that are not mixed are taught the same subject-matter at Long Beach. Limitations are easily evident. One of the first to be mentioned but perhaps the easiest to eliminate is that of irregularities in administration of tests. These irregularities make a comparison on the basis of test results rather inaccurate. Two other limitations which are not so easily eliminated are those of differences in teachers and difficulty in matching the groups with regard to ability and previous training.

#### SUMMARY

The mixed classes at Stephens received the highest median scores in the Stephens Social Science Test, music and literature. Their scores showed the greatest variation in the Stephens Social Science test, art and literature. The Long Beach high-school group received

the highest median in civics and government. The Long Beach college group excelled in economics, art, and the Stephens test in Humanities.

The final results indicate the following:

1. On the tests the college students at Stephens did significantly better than the college students in Long Beach.

2. The high-school students at Stephens also did significantly better on all tests except the standard tests in social science.

*Problem III.*—Perhaps a definite statement of the problem upon which we are attempting to obtain test measurement would clarify the situation. The problem is to obtain a comparison between the achievement of students who are taught orientation subject-matter and students who are following the standard course of study. Of course, "achievement" is interpreted to mean achievement as measured by the tests which are selected for the purpose. The names and nature of these tests have been mentioned previously.

In general, the set-up for this particular problem is as follows: The courses that are being taught are Humanities and Social Science. Both of these courses are taught in both the senior high school and junior college. In Humanities and Social Science there are both experimental and control groups. The experimental groups in high-school Humanities consist of three groups, high, low, and medium, according to intelligence score, and according to a combination of the three. The control group in high-school Humanities consists of about twice as many high-school students who are not being taught the subject-matter but who are being tested with the same tests. The set-up for social science is the same as that of Humanities with the exception that there are only two experimental groups in high school. The control groups are the same. One class in Hu-

manities and one in Social Science is being taught in the orientation subject-matter. The control group for each class consists of about twice as many students as are in the class.

The final results indicate the following:

1. In Humanities, the experimental groups did significantly better on the Stevens test than all the control groups. They all also did better, but not significantly so, on all standard tests.

2. In Social Studies, the same was true with two exceptions. The junior college control groups did better, but not significantly so, on the economics and civics tests.

#### LIMITATIONS OF STUDIES

The changing personnel of the Long Beach classes and the large number of incompletely tested students made the number of students who had taken both the pre-tests and final tests small.

The teacher factor was undoubtedly not constant.

Irregularities in the giving of the tests make comparisons, especially between Stephens and Long Beach, not as valid as they should be.

The fact that it was impossible to select a sufficient battery of achievement tests which were valid detracted from this phase of the measurement.

The attitude and other non-measured factors may have affected the achievement of the groups.

The fact that many of the Long Beach mental test data were reported in IQ form, thereby making necessary a change into raw scores, may have been a source of some error.

#### DR. DUDLEY'S SUMMARY

Dr. Dudley has summarized her observations of the year's work as follows:

The results showed that the high-school students could hold their own in the case of factual material. The test-

ing of material other than factual is much more difficult and the results more subjective in nature. In general, the college students did better work on papers and on all phases of the work that required a synthesis of material.

The second point of testing the suitability of the material for use in public schools calls for little comment. In neither course is the material definitely fixed. The work in Long Beach showed many weaknesses in the present content but there appeared no important differences in the content of a course offered girls in a private school from that offered boys and girls in a public school.

This year the same two courses are being taught again in Woodrow Wilson High School and in Stephens College. There are no far-reaching changes to be recorded at this time. In Long Beach and in Columbia we are engaged in the work of refining the material, and eventually we hope to have a series of courses that will orient the students in various departments of knowledge.

#### REPORT OF MR. SHOFSTALL, RESEARCH SECRETARY

#### CALIFORNIA STUDIES Teaching

The Orientation courses are being taught in California (Menlo Park and Long Beach) again this year (1930-31). The teachers in charge are those who studied the problem and worked with Dr. Dudley during the year 1929-30. By this means, the courses as planned by Dr. Dudley and Dr. Oppenheimer are being carefully tried and readjusted to the needs of the problem.

#### RECORDS AND TESTING PROGRAM

Records are being kept and the testing program carried forward for the students now taking the courses, the students who took the courses last year and the control students for both of these

roups. This program is in outline as follows:

I. The following records will be kept with regard to every student who was tested for the experiment in 1929-30.

A. Course of study followed in school each semester after 1929-30 until the end of the student's junior year (third year) in college (1933-34)

B. Record of the grades each student made in each of these courses.

II. The testing program will be carried forward as follows:

Each student will be given, as comprehensive as possible, an achievement test at the end of each year after 1929-30 until the end of the junior (third year) in college. This includes both experimental and control students.

#### STEPHENS STUDIES

#### Teaching

Orientation courses (28 students) are being taught by Dr. Dudley, Dr. Van

Buskirk and Mr. John Decker. The usual procedure for the improvement of teaching and reorganization of subject-matter is being followed.

#### Testing

Records and testing will parallel that done in California. Besides that, the records of the 120 students who have taken the orientation courses during the four years period from 1927-28 until the present are being carefully studied and compared with regular students who were in classes with the Orientation students. Furthermore, the records of college students who have taken the orientation courses during the past four years are being compared with those paired students who did not take the orientation courses.

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Following the testing of this year, Stephens College hopes to have ready for immediate publication the orientation text-books in the Humanities, Social Studies and Vocations. That in Science will be somewhat delayed.

# Report of the Committee Appointed to Supervise the Tulsa Experiment

Your Committee appointed to supervise the experiment at Tulsa, Oklahoma, reports as follows:

First, after correspondence with the school authorities at Tulsa it was thought unnecessary to inspect the work this year.

Second, we wish to report that the plan has been definitely set up, but cannot be put into actual operation before the beginning of next year. The proposed plan as submitted by the Tulsa authorities has been approved by your Committee and is as follows:

The administration in Tulsa is definitely committed to the enrichment program approved in theory by the Commission on Institutions of Higher Education at the 1930 meeting, and wishes to report to the Committee and through them, if deemed desirable, to the Commission, the present development of our thinking. Those in charge of the Tulsa Experiment have deliberately delayed the actual installation of the program. This has been done for two reasons: first, we have needed time in which to mature our plans and proposals; second, the counsel of the Committee is desired.

There appear to be three steps involved in initiating this program in Tulsa.

## *First: The Students to Be Affected*

The scope of this enrichment program will affect the majority of the student group. The essence of the proposal calls for the vitalization of curriculum content, and that for all groups. Naturally, however, the extent to which individuals can progress will cause wide variations in materials covered, as at present. It is contemplated, though, that the potential scholar can readily achieve the customary fourteen years of general educa-

tion in a twelve year period. There would then be variation from no gain in subject content covered to a two year gain, but in all cases with curriculum content which has been enriched and vitalized.

The program, therefore, demands the employment of methods and procedures whereby the abilities, aptitudes, and interests of all pupils are discovered, together with the adjustment of the curriculum to the individual pupil. The measurement program now carried forward reveals the range of pupil abilities. Results now available indicate in the sixth grade, for instance, achievement levels ranging from fifth to ninth grade achievement. The use of the Cumulative Educational Record Folder of the American Council of Education, and a modified form of this record for elementary schools, now being installed in Tulsa, will give us still further help in the proper grouping of our pupils. With the objective data at hand, the tentative grouping of pupils for their secondary school work can be begun at the seventh grade level.

The North Central Association will be concerned principally with the group of pupils who will complete, either partially or fully, the customary fourteen years of general education in the twelve year period. With the procedures indicated above we feel that a reasonable percentage of the pupils will be presenting themselves to higher institutions of learning with records of achievement calling for advance standing up to the junior year of the college.

## *Second: The Revision of the Secondary School Program of Study*

Many able pupils are now completing the six year elementary school in five

and one half or five years, but virtually in Tulsa are required to spend six years in the secondary schools because provision for acceleration and enrichment has been made at this level. The attached proposed program of studies has been developed for the consideration of the Committee. The chart is illustrative of a possible arrangement which would permit these pupils to complete the regular junior and senior high school work in five or five and one half years, thus providing for an enrichment of their general education during the eleventh and twelfth years in school. All the evidence would point to the fact that the superior pupils will be able to do this junior and senior high school work in this shortened time without loss in achievement standards. Careful records of actual results of the plan with these groups would of course be kept.

### *Third: The Re-writing of These Courses of Study*

The mere mechanical expedient of administering the same instructional materials to pupils in less time would be but a half-hearted attack on this problem. As we see it the problem involves the selection and arrangement of the best appropriate materials, the elimina-

tion of all unnecessary duplications, and adequate provision for the maintenance of learning. Its full accomplishment requires the re-writing of courses of study with the needs and abilities of all groups in mind, and with the leadership responsibilities which society has a right to expect the pupil of superior capacity to assume, particularly in mind. These courses of study cannot be developed and set out to be taught all at once. This makes it desirable to initiate this plan at preferably one point—7b and develop courses of study each semester in advance of use.

Progress in the way of re-writing the courses to provide for enrichment has been made in the fields of mathematics and science. Work will go forward this summer in the field of English. Plans are under way for an early attack on the social studies. Other subject fields will come up for consideration as the budget and time permit, but clearly within the time projected for this experiment. This would mean that from four to six years would be required to put the full plan into operation but this would allow for necessary administrative adjustments as well as for course of study construction.

Respectfully submitted,  
J. D. ELLIFF, Chairman

**TULSA PUBLIC SCHOOLS**  
**SECONDARY SCHOOL PROGRAM OF STUDIES—FOR GROUP DOING 14 YEARS IN 12**  
**A TENTATIVE PROPOSAL**

SUBJECTS	JUNIOR HIGH SCHOOL BUILDING			SENIOR HIGH SCHOOL BUILDING		
	6	7	8	9	10	11
ENGLISH	36 WEEKS	36 WEEKS	36 WEEKS	36 WEEKS	36 WEEKS	36 WEEKS
	216 WEEKS IN	180 WEEKS				COLLEGE ENGLISH
MATHEMATICS	72 WEEKS IN 54 WEEKS →	72 WEEKS IN 54 WEEKS ←	ALGEBRA AND GEOMETRY	Alg. III	Solid Geom.	College Mathematics
SOCIAL STUDIES	FUSED COURSE →	CAREER CLASS →	OLD WORLD BACKGROUND	HISTORY V-VI		ORIENTATION
LANGUAGES		LATIN →	or			Latin
COMBINATION	MUSIC AND	MODERN LANGUAGES →	MODERN LANGUAGES →			Modern Languages
MANUAL TRAINING HOME ECONOMICS or AND ART	HOME ECONOMICS AND ART—BOYS	HOME CRAFTS →	PHYS. EDUC. and HOME CRAFTS →	PHYS. EDUC. and HOME CRAFTS →	Physical Education	Physical Education
SCIENCE	GENERAL SCIENCE	BIOLOGY		Elective	Elective	Elective
COMMERCE			TYPEWRITING	Elective	High School Science	College Science
ELECTIVES — Any subjects for which there is sufficient demand.				Elective	Electives	Electives
Summary of requirements by years	All Work Required	All Work Required	All Work Required	One Elective	Three Electives	

Legend: Required Subjects are in capital letters. Elective subjects in lower case.

\* This proposal assumes that the elementary school work has been completed in five years, or with a saving of one year.

December 4, 1930

# Report on the Iowa State Teachers College Experiment,

WITH AN INTRODUCTION BY

*and* V. A. C. HENMON

REPRESENTATIVE OF THE COMMISSION OF INSTITUTIONS  
OF HIGHER EDUCATION TO SUPERVISE THE EXPERIMENT

## Part I—Introductory

Many years ago the North Central Association adopted as an acceptable standard for the accrediting of secondary schools the definition of a unit as five periods a week for thirty-six weeks with a minimum length of class period of forty minutes. So great was the prestige of the Association and so great the desirability of a place on its lists that almost as if by magic split unit programs disappeared from this area for all regular academic subjects and all work was properly standardized. Meanwhile laboratory experimental studies of economy in learning and in mental work from the pioneer investigations by Ebbinghaus in 1885 down to the present year have with one accord shown at least one principle of law of economy, viz.: that learning periods should be short and that they should be widely distributed. They have also shown that it is concentrated intense effort that educates. The implication of all these experiments if carried over to the schools and under school conditions is that two hours a week throughout a year would be better than four hours a semester, or again that two hours a week throughout two years would be more effective for learning than four hours a week for one year. Subject this to a college faculty and you start an endless debate which only actual experiment could decide. We can't solve our educational problems by appointing committees to investigate and then count the votes. Not only does it seem likely from all that we know about economy in

learning and mental work that our standard class periods may be too long—they have only an uncertain pragmatic sanction of appearing to work reasonably well—but it seems in the highest degree improbable, though uniformity may be an administrative convenience or necessity, that the optimal length of period and optimal distribution should be the same for all subjects or for that matter, of all the units of instruction within any subject.

This gives point to the experiments authorized and approved by this Association and the authorities of Iowa State Teachers College to be reported by Prof. J. B. Paul. They are as carefully controlled at every stage as it seems humanly possible to control educational experiments in a concrete school situation. They yield the result that I think nine educational psychologists out of ten would have predicted. They are so significant, especially now that both students and teachers alike are in reaction, if not in revolt, in so many quarters against lectures and recitations, and now that the principle is being so widely accepted of measuring actual achievement in some other way than time spent in the classroom, that similar experimentation at both the high school and college levels and with different subjects and different levels of student ability should, I believe, be encouraged or rather undertaken by this Association. It is beyond the possibility for any single individual or any single institution to go very far

in so complex a problem, but it is clearly one that ought to be attacked before

confidence in the validity of the Association's standards can be established.

V. A. C. HENMON

## Part II—Professor Paul's Report

*A study of the relative effectiveness for learning on the college level, in so far as such learning may be measured by the use of objective tests, of a fifty-five and a thirty minute class period*

Obviously one of the chief functions of the recitation is to assist and stimulate learning on the part of the student. The question to be considered in this study is whether students who spend fifty-five minutes in class learn more than those who spend only thirty minutes in class. If they learn more, how much more do they learn? Is the additional amount learned in the fifty-five minute period proportional to the additional cost and time spent? If it isn't proportional, what justification is there for our present practice in so far as length of class period is concerned?

As an introduction to the study it was thought desirable to learn what the present practice is in our institutions of higher learning relative to the length of class period and other related topics. The answers to an inquiry received from one hundred American colleges and universities indicate that the following conditions now exist:

(1) The class period ranges from fifty to fifty-five minutes in ninety-three per cent of the institutions.

(2) When the number of minutes in the class period and in the interval between class periods is added, the result is sixty minutes in eighty-six per cent of the institutions. It would thus appear that in most of our colleges and universities, the length of the class period is influenced by the fact that there are sixty minutes in an hour.

(3) The shortest class period reported is forty-five minutes while the longest one is one hundred and twenty minutes.

(4) Practically everybody seems to be content with the present lengths of period. No experimental work has been done to determine what might be the most effective length of period.

(5) The present lengths of class period seem to be based on custom, size of campus and the fact that there are sixty minutes in an hour. There appears to be no scientific basis for the present practice.

In this particular study a comparison of the relative effectiveness for learning of a fifty-five and a thirty minute period is made. The experiment was conducted at the Iowa State Teachers College during the spring and summer terms of 1930: during the spring term in the course entitled History and Principles of Education and during the Summer Term in Psychology I, Elements of Geography and English I. Three departments of the college, four different teachers and a variety of subject matter is thus represented in the experiment.

The classes in these courses meet regularly for a period of fifty-five minutes, five times a week over a period of twelve weeks and the courses carry five hours of college credit. In each course in which the experiment was tried out a control and an experimental section were formed. The control and experimental sections were composed of matched groups made up of paired individuals, i. e., each person in the experimental section was paired with a person in the control section having equivalent ability. Certain placement tests, selected because of their power to predict performance in the courses, were used for the pur-

ose of setting up these pairs.

The average enrollment in the control and experimental sections was thirty. The experiment is therefore based on data collected from two hundred and forty cases. One hundred and twenty of these were in the experimental sections and one hundred and twenty were in the control sections. The control section in each course met for a period of fifty-five minutes and the experimental section for a period of thirty minutes. The number of class periods in the two sections remained the same. The same teacher had charge of both sections. The assignments were kept uniform for the two sections and were placed in the student's hands in mimeographed form.

For the purpose of measuring the amount learned during the course of the experiment objective course tests were devised, varying in length from 236 to 366 items each. The course test was given as a pre-test at the beginning of the term's work and as a final test at the close. The gain made during the term was taken as a measure of the amount learned.

The control group made the greater gain in each of the four subjects. In one subject (Psychology I) the difference in the amount gained by the fifty-five and the thirty minute class was very small. It amounted, as a matter of fact, to only one-tenth of one point. The fifty-five minute group gained 57.8 while the thirty minute group gained 57.7. There was then really no difference in amount gained by the two groups in Psychology I. Speaking conservatively concerning the results of the experiment as a whole, i. e., including the four subjects, History and Principles of Education, Psychology I, Elements of Geography, and English I, we are safe in saying that the fifty-five minute class period resulted in the greater amount of learning.

However, the crucial question is which

of the lengths of class period is the more economical for learning, and in order to answer this question a comparison of the difference in amount learned by the control and experimental groups needs to be made. For this purpose we expressed the gains made in terms of sigma gains. The average of the sigma gains for the control groups is 3.6 while for the experimental groups it is 3.3. The control group gain exceeds the experimental group gain by .3 sigma. The students who were in the classes which met for fifty-five minutes each day when considered as a group learned .3 sigma more than did the students who were in classes which met thirty minutes each day. This will probably be a little more easily understood if expressed in per cent. The control group class period exceeded the experimental group period in length by twenty-five minutes or 83.3 per cent. The control group having a class period 83.3 per cent longer than the experimental group, learned 9.1 per cent more as measured by the use of objective tests. If the longer period, the fifty-five minute period, is taken as the base from which to do the computing, the following result is obtained: reducing the length of the class period by 45.5 per cent, i. e., from fifty-five to thirty minutes, results in reducing the amount learned by 8.3 per cent. Obviously in so far as the two class periods are concerned, the shorter period is much the more economical.

The question naturally arises as to whether the shorter class period may not be a great handicap to the inferior students. In order to get some light on this question, the record of gains made by the members of the four control classes were thrown together into a three-fold table on the basis of placement test scores and gains made in the objective tests and compared with a similar arrangement of the records of gains made by members of the four experi-

mental classes. The following statements based on these two tables may then be made:

(1) More students that were members of the thirty minute classes made gains that are in accord with these placement test scores than did students who were members of the control group (experimental 53 control 33)

(2) Fewer members of the experimental group made lesser gains (Exp. 35, C. 43) and fewer made greater gains (experimental 32 control 44) than the placement test scores indicated they should make.

(3) Relative to the behavior of the members of the low third of the thirty minute classes, the data indicate that they did not do quite so well as did the corresponding members of the fifty-five minute classes. The short class period, however, seems to have been an advantage to the better students.

The four teachers who participated in the experiment expressed themselves uniformly as preferring the fifty-five minute class period. Fifty-eight per cent of the students in the thirty minute class period indicated that they preferred the shorter period. Thirty per cent of these students indicated that they found it necessary to depend more on their own resources and work out the assignments more carefully on account of the short class period. Is it possible that we are spoon-feeding our college students when as a matter of fact they would prefer to be treated as adults?

The point may be raised that the course tests used did not measure all or any large part of what the student learned. Let us grant that the contention is true, if however these tests measure a fair sampling of what the students learned, then measuring all that they learned would not yield any essentially different results. The method here used is not essentially different from that

found in industry. In developing a coal field, for example, a number of test holes are sunk and on the basis of the findings, the amount and quality of the coal beneath the surface is computed with considerable accuracy.

The point may be raised that the most valuable products of classroom instruction are intangible and unmeasurable and that the results of this experiment are therefore misleading. Is it not highly probable that there is a high correlation between the measurable products of instruction and the so-called unmeasurable products? Is it not highly presumptuous to suppose that the tangible products are transmitted in the first half hour and the intangible in the last half hour. We sometimes criticize our churches on the ground that they do not take up readily with the newer methods of instruction. However, they have long since gone over to the practice of the theory that there are no souls saved after the first half hour. I judge we have all heard the remark attributed to President Hadley of Yale. A convocation speaker upon arising to address the Yale student body asked President Hadley how much time he might take. President Hadley replied: "You may take all the time you desire. We have a tradition at Yale, however, that there are no souls saved after the first twenty minutes."

The point may be raised, that, while it is true there is some time saved in so far as the recitation is concerned, the student will more than make up for this in the greater effort he will need to put forth in order to master the subject. I am not acquainted with many college teachers who would have any serious objection to a plan of procedure that would stimulate the student to do better work. Suppose we look at the problem from the student's point of view: Well, fifty-eight per cent of those who have had the experience say that they like it and prefer the shorter period.

Now in closing may I utter a word of caution. This study is too limited in scope. Too few cases are included to warrant any hard and fast conclusions. It does serve, however, to arouse some rather healthy suspicions.

(1) Is it possible that our present class period, built as it is to a large extent on the clock hour, is not the most economical length of period?

(2) Considering the reasons for its present length (the fact that there are sixty minutes in an hour) would it not be merely a matter of chance if it were found to be the most economical length of period?

(3) A thirty minute period is revealed in this limited study to be almost as effective as a fifty-five minute period and much more economical. What would be the effect of reducing the class period to twenty minutes?

(4) In this study the classes met five times each week. What would be the effect of having the class meet three times a week, twice a week or only once a week?

(5) This experiment was conducted almost entirely with freshmen. What would be the result if we were to try it out with sophomores, juniors, seniors?

(6) The very limited data that we have in this study tend to arouse the shadow of a suspicion that sophomores have learned to ride the recitation more successfully than have freshmen but that they have not to the same degree learned to master material when placed on their own resources. Is this true? This question can be answered only after a thorough study of the problem has been made.

We have all heard that remark about a university consisting of a student on one end of a log and Mark Hopkins on the other. Parenthetically we might re-

mark that in recent years we have tended to emphasize the importance of the log. Is it possible that if he were to make some definite assignments, see that the materials are available and set up some rather definite inclusive objective tests that Mark might wander off into the woods occasionally with the assurance that when he returned he would find the student yet on top of the log. As far as the evidence is concerned, there would be fifty-eight chances in a hundred that the boy would say, "Well, Mark, I'm glad you took that walk."

We hear much these days and have in days past, about it being the function of the teacher to draw the student out and get him to express himself. Is it barely possible that on the college level, it were well for us to give the student an opportunity and the encouragement to draw himself out?

This limited study opens up a regular Pandora's box of problems that come out calling for solution. The same questions that are here raised concerning our present requirements in the matter of length of class period on the college level may with equal propriety be raised concerning requirements on the secondary level. These questions are too large for any *individual* to handle successfully. They are too large for any *institution* to deal with satisfactorily. Their presence calls for a bit of coöperative research, participated in by a number of institutions, extending over a series of years, and culminating in the accumulation of a mass of data that would serve as a scientific basis for administrative action. *This North Central Association together with other similar agencies might well assume the leadership in such a program.*

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# Jeremiah Was Right<sup>1</sup>

BY THOMAS H. BRIGGS

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Jeremiah, the son of Hilkiah, had a habit which philosophers have always praised but which his people did not like. He told the truth. And because the truth that was revealed to him by a dispassionate looking at facts and by a passionate devotion to ideals was unpleasant, he was despised, reviled, thrown into prison, and starved in an old well. To this day his name is used in contumely to indicate a person who talks of those things which others prefer to ignore.

What is ordinarily forgotten is that Jeremiah was right. Seeing conditions as they were, he admonished the people not only to pull down, root out, and destroy that which was maleficent, but to build up that which was good. He warned them that they should cease to expect aid from some remote authority: "Truly in vain is salvation hoped for from the hills and from the multitude of mountains." Then as now, the first remedy was in the people themselves. He ridiculed their saying "Peace, peace" when there was no peace, their having eyes and seeing not, their having ears and hearing not. "Though thou clothest thyself with crimson, though thou deckest thyself with ornaments of gold, though thou rentest thy face with painting," he said, facts remained facts—and ultimately had to be faced. All the Babbitts and boosters and pleasant Pollyannas shouted that they would not hearken to the trumpet. But at last they did hearken. Jerusalem was captured, the temple of Solomon was destroyed, and Judah was driven into Babylonian bondage.

<sup>1</sup> An address delivered before the Association at the time of its annual meeting in Chicago March 1931.—The Editor.

All is not well with secondary and higher education today. We have more high schools than any other people ever dreamed of having. The numerous buildings range from respectable small units to magnificent structures of which no one can fail to be proud. Equipment has steadily improved until by and large it is comparable with that provided by colleges. The enrollment doubling every decade has passed the incomprehensible total of four million. The curriculum has expanded until to the reactionary it is scandalously comprehensive; for hardly anything that gets in is ever thereafter excluded. These facts we love to proclaim, and truly they are justification for great pride.

But just the same, all is not well with higher education. Occasionally—and in these late years with increasing frequency—some Jeremiah who has an ideal and who looks calmly at the facts has been critical, has raised questions that should be disquieting, and has indicated weaknesses which should alarm all intelligent citizens. With what result? Usually he is called names. Attention is diverted from his disclosures by a joke or a witticism. Some kind friends advise him to keep quiet; "the ship," they say, "sails faster thus." But whither? Another tauntingly inquires if he does not believe in education. Yes; he also believes in God. But there are so many gods. "The 'eathen in his blindness bows down to wood and stone." Not every one who prates of "education" has either tasted of its waters or known personally either of their source or of their multifarious efficacies. In our pride of accomplishment it is not wise to overlook

ncere and sensible criticism. *Moniti, meliora sequamur.*

One can believe in education and at the same time insist that the word be defined. Buildings and equipments and large enrollments do not necessarily mean education that is properly directed, that is adapted to the students who elect it, or that is productive of results which justify the great expenditures and the labor undirected to clearly seen objectives. The very successes of which we boast increase our obligation to inquire as to the fundamental program and to measure the results more carefully in terms of the purposes for which schools were established and are supported. Because we believe in education we demand that it be the best possible for the people who support it.

There is no general agreement as to what secondary education is or as to what it ought to achieve. If one had asked any schoolmaster of the Prussia of the nineteenth century what its education was supposed to create, he would unhesitatingly have answered "God-fearing, country-loving, self-supporting subjects of Imperial Germany." This answer, everywhere understood and approved, was more than a verbal formula. It actually determined the curriculum and all the machinery of German Schools. There is similar unanimity of understanding, at least among the leaders, in Germany, France, Italy, and Russia today. If one should ask fifty schoolmen in the United States the same question, he would get fifty different answers, no one of which has any obvious effect on the curriculum. We avow a philosophy of pragmatism, and yet no group of intelligent people so divorce their theoretical professions from their practices as educators. The credos that are recited in classrooms, regurgitated on examinations, and impressively proclaimed from professional platforms might as well be voodoo or talismans so far as

their effects on a large number of practices in secondary education are concerned. No intelligent set of principles would lead anywhere near half the practices that are standardized all over our country.

It has been argued that the only justification for free education at public expense is that the State—that is, the supporting social unit—may preserve and improve itself. Education is, then, a long-term investment which, to justify itself, must pay dividends in youth more competent and more inclined to make the State a better place in which to live and in which to make a living. This principle has been generally accepted. So far as I am aware, there has been no objection; no better justification has been proposed, nor does it seem likely that there can be. But verbal acceptance is easy; it costs nothing; it means nothing. The only acceptance which would have meaning is one that proceeds, as logically it must, to lay out a program that promises a maximum assured contribution to the welfare of the supporting State. This has been attempted in so small a number of instances and with such meager results that it may safely be said that the principle has not been accepted at all. Worse still, no other justifying principle has been accepted in the sense that it generally affects practice. Secondary education has with us become a fetish, an unreasoning sentimentality which annually wastes millions of dollars, dissipates the undirected energies of teachers and pupils alike, and—worst of all—fails to make the contribution to the betterment of a democratic society that the people have a right to expect. Like other fetishes, this one is accompanied by an intensification of feeling and a degradation of significance.

It is evident to all who look at the facts, layman as well as professional educator, that we are wandering, as we have done since Benjamin Franklin's intelli-

gent program of 1749 was defeated by the selfishness of vested academic interests—wandering and wasting with no definite goal in sight, hoping for good but never realizing more than a fraction of what is possible. It may be argued that we are trying a great experiment, which economically we are able to afford. We can afford to buy a chest full of medicines, but only a fool would take them without some knowledge or expert assurance that they are the best possible for his needs. Even if they do not kill or weaken, they may fail to strengthen and cure as more intelligently chosen medicaments assuredly are likely to do. We may be able to afford the cost in money, but we can not afford to jeopardize the future of our social democracy.

We hear much these days of experiments in education. There has developed during the past generation a technique of experiment and a jargon with impressive formulae that promises more than it has delivered. Of every hundred men that have received from such training the doctorate, eighty never use the technique again after their dissertations are completed; and of the remaining twenty, eighteen never produce a study that has the slightest effect on practice. It is not likely that those with less training experiment more practically. We have become a profession of tabulators. By reference to our shelves groaning with published technical studies we can find the number of identical twins born of Caucasian parents with I. Q.'s between 100 and 123 who fail to pass second term Latin in the ninth grade of junior high schools of Arkansas, with the A. D., P. E., and sigma, all neatly tabulated and charted. But what of it? Some day," we are told, "these interesting data will be used." If eventually, why not now? We publish more studies that are of no pertinence to needs, that are incomplete, unverified by other students, and subsequently neglected by practition-

ers than all the other professions combined. How long, do you think, would any industry remain solvent if its laboratories turned out such studies as our journals contain?

The scientific study of education has been firmly established by a small number of competent leaders. Although it is generally approved by the profession as an ideal, the great majority of teachers and administrators know little of its procedures and are even less influenced by its findings. Perhaps because we have the beginnings of a science of education there has grown up a general expectancy that all problems can now be solved by "authorities," whose potency usually increases with the square of the geographic distance from the need. The plain fact is that competent research in education has, since it began, had time to consider only a very small number of the problems that daily demand some kind of solution. There is, then, an expectancy far greater than can be satisfied. The untrained and the partly trained proclaim the scientific method, but they seem increasingly to expect some magic to give direction to action. The very fact that there are the beginnings of a science of education and that it is not yet ready to answer many of the questions that are put to it has apparently weakened the willingness and debilitated the power of the practitioner to think for himself. Although the scientific study of education is essential and although it will be increasingly important in the future, the prime need at the present time is for a philosophy that will lay out a program, clarify our activities, and determine what research is needed. Research without a philosophy is like any other skilled activity without a teleology—wasteful, fortuitously effective, and stultifying of those who have ignorant faith in it.

Experimentation is necessary, of course, nowhere more than in this vital business of education. But experimentation to

arrant its cost must be directed toward the obvious and important needs, not mere playing with the tools of "interesting" but unimportant matters. Its problems must be definite and pertinent to needs, its techniques sound, and its conclusions verified. If it is of this kind, the results will be applied to practice. It is quite conceivable that while a science of education is developing studies will concern minor problems that are easily solved. Thus we have had counts and classifications of vocabulary, idiom, and grammatical constructions in Latin and the modern foreign languages. These are important only if we assume a continuance of the traditions of foreign languages in the curriculum, and that very assumption being repeatedly impeached needs consideration. Experimentation with the major problems is still lacking, not primarily because it is difficult and expensive—as it assuredly is—but because we have no adequate philosophy, which would convincingly reveal their need and justify the expense.

Everywhere we hear of "experiments" that are such in no sensible definition of the word. Some variation from accustomed procedure is tried, usually with no check groups, and with no valid measurement of results. If check groups are used, it is seldom that the variables are so controlled that accomplishments can be compared. What we too often have has a result is "impressions,"—impressions and a gradual return to normal practice! It is far easier to catch up the jargon of science than its spirit and its procedures. The worst that can be said of such pseudo-science, however, is not that it is positively harmful, but that it is wasteful and benumbing of healthy dissatisfactions and of curiosity that might under better direction lead by better techniques to significant and truly helpful conclusions.

During the past decade we have had a movement toward curriculum reform.

It was easy to convince teachers, administrators, and the public that reform, especially in secondary school curricula, was needed. Literally hundreds of schools, each one working independently, adopted the program. The usual procedure was as follows. The superintendent appointed a committee, sometimes going so far as to free one or more members from their normal duties, and directed them to go ahead and reform the curriculum, calling on teachers to assist. Without question the curriculum is the most important element in education, far more important than buildings and equipment, which, of course, are merely means to facilitate the teaching. It would immediately appear ridiculous if teachers were asked in their spare time to lay brick, to hang doors, or otherwise to assist in the erection of a building, for which most of them would be manifestly incompetent. But apparently it seemed to almost nobody unreasonable, as indeed it was, that teachers should be expected, in addition to carrying on the work for which they were employed, to reform the curriculum, for which most of them are as incompetent as they are to do construction work on new buildings. Of course many teachers have valuable contributions to courses of study and they should constantly be both informed of the program of major changes and consulted regarding them, but we may as well in honesty admit that the great majority have neither the time nor the competence to reform the curriculum. Why has it not occurred to our professional administrators that curriculum reform is a huge task for experts and that machinery for this paramount operation should be provided by the public as well as for physical equipment?

To the credit of their professional spirit, those committees have accepted the challenge. Almost invariably they began by reading the books by Charters, Bobbitt, and other theorists. If they read

these books intelligently, they must have realized that the proposed programs would involve an amount of work and require time and money and skill far in excess of anything that was available in any single community. What, then, was the next step? The curricula were left unchanged or slightly modified by votes based on inadequate information and unrelated to any commonly accepted philosophy, or else principles were approved—and henceforward neglected. Either the sub-committees that were formed wrote new courses of study for old subjects, contributing what they could from experience and common sense, or they followed the time-old procedure of writing other cities which supposedly had solved the problem and then using the equally time-honored scissors and paste method. Has the secondary school curriculum been reformed? It has not. That courses of study have been improved one can scarcely deny. But when contrasted with the hopes that sprang from a generally appreciated need the changes have been small indeed. It would hardly be an exaggeration to say that when contrasted with the need they are insignificant.

Curriculum "experts" are of three kinds. One is the theorist who lays out a comprehensive program. Ideally it is based on a philosophy, which fundamentally must be approved before anything else should be done. Actually the philosophy is only implied, is inadequate, or is lacking in general acceptance. His contributions have been to disturb complacency and to show a vision—nothing more. The second type is represented by the one who knows a single field—art or English or home economics. He has contributed much of immediate and practical value, but as a rule his vision is limited and he begins with the postulate that his subject should at least be undisturbed. In a way he improved individual courses of study, but working without a broad and clear philosophy he signally fails to reform the

curriculum. The third type of "expert" is the pseudo-scientist who collects all available courses of study, makes extensive tabulations of practices, and concludes that what is most common must therefore be best. Sometimes he elaborates his procedure by using the judgments of subject-matter specialists, who usually with vested interests of their own can hardly be expected to render significantly important judgments. To the discredit of our profession the conclusions of this type of expert are frequently accepted without a critical consideration of the procedures by which they are produced. If we are content with more teachable courses of study, we have cause for some degree of satisfaction. But if we look toward the desired and necessary curriculum reform, the achievements are discouraging indeed. And worse still is the complacent belief in scores of communities that the task that was undertaken has been achieved.

It is interesting to contrast the method of industry, the stockholders of which hold the directors strictly accountable for dividends. Like education, industry has its problems. They are revealed partly by the failure of its processes satisfactorily to achieve clearly defined ends, but far more by the ceaseless pressure of competition. All recognize in industry the necessity of keeping up with the demands caused by changes in life. Industry tends to organization in large units, like General Electric, General Motors, American Telephone and Telegraph, and United States Steel. Each corporation maintains a large staff of research workers and, in addition, another large staff of development engineers, highly trained scientists who supervise the installation and production of what has been theoretically and experimentally brought out in the laboratories. The Bell Telephone Laboratories alone employ 1,500 research men, with an additional 4,000 technicians; and it is reported that a

steel company offered an eminent physicist, an educator, a \$70,000 salary, with 400 engineers to study a single group of its problems. These numbers are not dictated by sentiment or devotion to pure science; they are warranted by the needs of business and by the evidence that expenditure for such service is essential to preserve the organization against competition and to earn larger dividends. What the research workers discover is converted into practice—under the direction, be it noted, of other highly trained and skilled scientists. There is an accounting system that checks up at every point. What does not prove its worth is scrapped, and something better is installed in its place. These research workers publish in technical magazines and at conventions their findings—preserving some trade secrets, of course; and what is published is immediately seized on for improvement and for application. The techniques are tested in other laboratories and the results proved under conditions that prevail in manufacture. If they don't work and can not be made to work the author is discredited. One finds in technical journals few reports that are slipshod in technique, incomplete, or inconclusive of results. If such papers should gain publication once, their authors are discredited and have difficulty later in reinstating themselves.

Suppose any business—such as radio or paint or explosives—were composed of small independent units, one in each community, each one undisturbed by competition and assured of support—sentimental as well as financial. What progress could be expected? Each unit would be more or less complacent, content to make minor improvements, especially of a kind that would show to the eyes of the stockholders. It would add a wing to its building, change the color of its cabinets or the shape of the loud speaker, or rearrange the machinery, thus

advertising that it was successful. And yet the methods would be but slightly changed and much the same product would be brought forth. If its administrators were conscious of needed improvements they would be deterred from disturbing the comfortable situation in which they found themselves. It would be far easier to continue the essential procedures than to risk alarming the stockholders and perhaps being replaced by executives who would continue in "the good old way." Then, too, any sensible administrator would realize in many cases—in all that are really important—that the single community could not afford the costly expense of research workers to solve the important major problems. The public would probably prefer "letting well enough alone" to appropriating additional money. What research existed would be uncoordinated, unreliable, not always pertinent to local needs, especially to the larger and neglected ones, and unlikely to be helpful unless directed in its application by those who are trained and who have abundant time to devote to the project. It is far easier to keep the old machine running than to invent, install, and perfect new ones.

It is not difficult from these illustrations, one actual and the other a fanciful parallel, to appreciate the plight in which education finds itself today. No intelligent and reflective observer can fail to be disturbed by conditions and practices that are everywhere prevalent. We lack agreement as to what we are trying to do in our secondary schools and the wastage is beyond computation. The public with its developed fetish for higher education, regardless of its nature, is undisturbed and complacent in its ignorance. Such philosophy as we profess is usually academic and, understood by few, never applied with any degree of consistency. Conscious of our individual limitations as fully as of the disgraceful failure of our higher schools, we compromise our-

selves and play the game, "doing the best we can." We attend great conventions where eloquent orations are delivered on undefined terms. But what is it all about? What are we returning to the public for the vast sums of money which because of its confidence in us and its faith in that indefinite thing called education they hand over to us every year? How are we keeping the faith with the four million boys and girls who at our direction devote four years of the only golden youth they will ever have in seeking a larger and a better life? Why, secure in the confidence of ignorant children and of an equally ignorant public, do we make no really serious effort to break the traditions that we know are bad or not the best that can be devised and work toward a program that at least promises something better than anything we now know?

There are many reasons. First of all, we have not been honest enough steadily to look at the facts. From time to time, especially when an individual boy stands with his problems before us, we do see the waste that comes from indefinite ideals and imperfect methods. But it is easy to forget the unpleasant, to rationalize excuses, to throw the blame on others, and to look at accomplishments of which we can be proud. But unless I entirely mis-read the book of life, you individually are becoming more and more conscious of the facts. They cry aloud in the problems of precious lives that you see frittered away, even though happily shouting "Excelsior!" Youth hopefully and ignorantly climb to the frozen heights where little real life can exist. The facts are increasingly being published in researches. On occasion they disturbingly are emphasized by parents or semi-public organizations. The accumulation will some day—and not in the distant future, I believe—arouse us from our complacency and impel us to coöperative action. It were better far that we recognize them and act on them

than that the public learn of them from other sources and either lose faith in higher education or else force upon us a program less wise than experienced educators are competent to formulate.

It would not be entirely true to say that we have been selfishly content to protect ourselves by ignoring the facts. There are too many school people so devoted to aspects of their immediate work or to the boys and girls in their charge that they do not widen their vision to far goals. There are too many teachers so devoted to their subjects that they can not count the failures either of student achievement or of further persistance of study and of later application. And yet, honestly considered, these are forms of selfishness or of professional myopia. With neither can we rest content.

When we honestly face the facts—of indefiniteness of program, of failure to attempt such philosophy as we do profess, of meager accomplishment, and of dissipation by pupils of what they have learned—every individual feels his own helplessness. "What can I do?" "I am powerless to resist the strong current of tradition," we say, by which both the profession and the laity are borne along. So long as we feel thus we are powerless. And yet every great revolution has begun by convictions of wrong accumulated in individuals who finally were moved to action, and being moved found many others fighting by their sides.

When criticisms are now made of the fundamentals of secondary education we find some assent, but little remedial action taken. The public—and that only in small numbers—seldom hears anything but such sensational details as the press selects periodically to exaggerate. It is too devoted to its fetish, too confident of the competence of the professional educator, too complacent in its own individual advantages, too busy with other things to be greatly disturbed. Only

A skillful and persistent campaign directed by educators themselves can arouse the public to the present tragedy of waste and the needed program for betterment. Relatively few teachers ever really know how bad conditions are. The critical facts come to them in small units at widely separated times, so intermittently that they are seldom disturbed to any action. They are content to let others worry. The administrators, feeling that they have troubles enough of their own, sit tight, confident that the disturbance of criticism will blow over. And it does. The most foolish—and yet at the same time one of the most effective—of defense responses is a challenge to the critic himself to produce a complete remedy. As this is never possible, the conclusion is drawn that nothing need be done by anybody. A neighbor telephones me that my house is on fire. "Sir," I reply, "what are you going to do about it?" A friend reports that my resources are being dissipated by my servants. "Well," I retort, "if you have no complete and easy program for stopping the waste, we shall carry on in the good old way." An employee reveals waste and ineffectiveness in his department. "Very well," we say; we've got along so far. If you haven't any completely prepared remedy, we shall have to get along without your disturbing services."

#### What is the way out?

First of all we must make up our minds and strengthen our courage to look at the facts as they are and never to palliate them. In so far as they are pleasing, let us be pleased—and encouraged to even higher accomplishments. In so far as they are disturbing, let us be disturbed and active to pass on—not to conceal—information that will disturb others to action. Few, if any, serious diseases cure themselves by being ignored. When a sufficient number of people are sufficiently disturbed they will

provide for remedial action. If we merit classification as educational leaders, we shall lead in major matters instead of busying ourselves with details that are relatively of small importance.

The first fact on which we should focus our attention is that we have never agreed on what secondary education is and on what it should attempt. The Commission on the Reorganization of Secondary Education recommended that an education appropriate to all youth up to the age of eighteen be provided. We have very generally, all but unanimously, accepted the obligation to provide educational opportunity, not only to the age of eighteen but even longer. The few dissenters, usually representative of traditional colleges, are sacerdotal and jealous worshippers as limited as they are worthy. What we have failed to do is to make that education appropriate for any large fraction even of the adolescent population that is enrolled, to say nothing of the larger fraction that has left school. And whatever our ideals, we can never make education appropriate until we have clarified our philosophy. There are a dozen basic principles on which there must be agreement, principles which if applied would revolutionize our practice and insure far greater dividends than education has yet paid. There are a score of terms, such as democracy and culture, which must be clearly defined before we can hope for effective programs.

A second thing we must do is to realize that education is not apart from life. Everyone who, accepting this truism, attempts to construct the outlines of a program for progress, is confronted with the fact that there is lack of popular agreement on the fundamental ideals of society and of government. It is futile to expect schools for the education of children and youth to achieve satisfactory results when the leaders, to say nothing of the vast range of matured adults,

have such indefinite and widely varying ideals of what the good social and political life is. If the curriculum were made effective of action in human contacts, its very success would cause potent protests from those leaders who accept other ideals. Any education that is important is dangerous. No wonder the conscientious and thoughtful educator is baffled. No wonder that when his best efforts at significant reform are met by protest and rebuke from those who might be expected to applaud, he so often in discouragement turns back to routines that are neither dangerous nor important. There are better and worse ways of teaching foreign languages, mathematics, the facts of history and science, and the techniques of music and art. Very well; he will seek the better. He will make his school a wholesome and happy place. He will be friendly with everybody. But against his judgment and against his conscience he will abjure all those subjects and all those topics that could be taught so that young men and women would act differently and in his eyes be better members of society. It is unreasonable to expect the schoolmaster to teach his pupils to set their standards of action higher than those accepted by the leaders of democracy, who often profess one and live by another quite different and lower. We must demand that society agree on its ideals before we can formulate a program of education that is significant and at the same time safe.

At the risk of seeming a dreamer I propose that we should have a national commission—or it might be more practicable to have one for each state—to survey the problems and to lay out a general program of procedure. Such a commission should be composed of the highest type representatives of social and educational philosophy, psychology, sociology, and administration, of publicists, sociologists, economists, and real experts from contributory fields of learning. These repre-

sentatives should be employed to devote their whole undivided time to the problem. How different this would be from every other commission that has considered education. They have been composed of busy men who could give only a few days now and then, usually at a time and place when interruptions were most frequent. A, B, and C would be present at the first session, A, C, D, and E at the second, and A, B, E, and F at the third. The problems were limited partly by the circumstances of meeting and partly by the vision of the one member who usually drew up the agenda. Discussions were never completed. Compromises were so frequent that no majority was ever satisfied. And I venture the statement a considerable fraction of every commission who signed the reports never read them in their entirety.

The commission that I propose would give their full and undivided attention to the work. Entirely freed from their normal duties, they should meet at some place where distractions would be at a minimum, and they should continue to meet until the business in hand is completed. Their first challenge would be to survey the facts that are known. When necessary facts have not been collected, they would make arrangements to get them. On the basis of facts they would define the problems and lay out a program for solution. They would provide for the proposal of a set of basic principles and for the definition of essential terms. These would be sent out to the country for discussion, and eventually, after such modification as might seem wise, they would be adopted. Then would follow a truly critical study of all research findings, provisions for such additional studies as may be necessary, experimentation under ideal and later under normal conditions, and finally the promulgation of a program of education. This would need to be popularized among both the profession and the general pub-

ic. The task of the central committee would be continuous. The problems of education can never be settled with finality so long as civilization changes and man develops. The very success of any program immediately makes a new and better one necessary.

Is this merely a vision impossible of realization? It would not be with steel or electricity or the radio. We already have planning commissions for cities and a Port Authority for New York harbor. When the arbiter of baseball or of moving pictures is paid a salary several times that of any educator, we must conclude either that the public thinks the business which he directs is more important than education or else that there are no educators who can produce results that are worth more than what is paid. When 1,500 research workers are steadily employed by one company on the problems of telephony, it is not unreasonable to look forward to the possibility, even to the necessity, of 10,000 or of 40,000 being steadily employed on the problems of education. The numbers must be tremendous in the beginning because education is so far behind the needs of life. When every industry employs highly trained scientists to go into their factories and see that the results of laboratory experiment are made to work effectively in production, it is only common sense to demand that a similar procedure be provided for the schools. To expect less than these things is to belittle education and to deny faith in the efficacy of best minds when devoted to its problems.

It is obvious that no single school, that no local community can meet the challenge that confronts us. The task is too big, too extensive, and too costly to be undertaken by any unit smaller than an entire state. Preferably it should be a national project. It will cost not thousands, but millions of dollars, though not as much as is now wasted annually in misdirected effort. It will destroy much

that the better may be built up. But who can estimate the contribution to national prosperity and happiness when education is made truly functional according to the real needs of civilization! Who would not yearn to be a child again that he might be in fact prepared for life as it is and as it might be! Who would not thrill at the opportunity to share in an experiment greater and more momentous than any that has yet been attempted!

One handicap under which we labor is the assumption that education is not a big business. The ancient conception that schooling could be carried on anywhere by anybody—by ladies in waiting, by men whose interests and ambitions were in other fields, by cripples, and by incompetents—has long since been changed in practice; but the old notion that it is based on sentimentality still persists, and with it the attitude of benevolence in appropriations. We need not only to face the fact that education is a civic investment but to advertise it. We should not speak softly of the costs of education, but boast of them—and show, if not the actual dividends paid to a better social order, at least a program promising the largest conceivable earnings. The public should habitually associate the appropriations for education not with the penny benevolently contributed in Sunday School but with the dollar laid out in shrewd investment.

If education were generally understood as an investment, if it were generally known that half and more of all local taxes goes to it, that the total expenditure in the nation is annually in excess of two billion dollars, a proposal for the expenditure of a few million to develop a rational program would not seem an extravagance. If we really conceived education to be as important as we have proclaimed it to be and if we appreciated the need for direction, we should think of means in large terms and not of petty ones. As a matter of fact, hundreds of

thousands of dollars have already been spent on partial projects. Let us cite the impressive total of expenditures by Denver, St. Louis, Houston, Kansas City, and scores of other places, which working independently and duplicating effort have therefore worked wastefully. Let us cite the \$135,000 spent on the Classical Investigation, the most important data of which have not yet been published, the \$60,000 on the National Committee on Mathematical Requirements, the \$600,000 on the Investigation of Modern Foreign Language Teaching, the \$250,000 or more now granted by one of the private foundations for the Commission on Social Studies in Schools, and the \$250,000 appropriated by Congress for a survey of the facts of secondary education.

Pending some significant action by the state or by the nation, the only political units large enough to undertake the formulation of so comprehensive a program as has been proposed, every individual feels impotent and discouraged. He has faith that progress will best come by reform and not by revolution. But neither is possible unless a large number of individuals contribute to the desired changes by thought and by action. Each one must carry on with his job as best he

can, facing the facts as he can ascertain them, developing a philosophy which is so clear and potent that it directs his every action, and constantly using his influence to bring about the development of such a comprehensive program as will make all his later work more assuredly effective.

Even a partial glimpse of the vision sobers every one of us. However much has been accomplished, we can not but think of "the petty done, the undone vast!" Is the challenge too great, the task too big to be undertaken? Certainly it is by any individual, but certainly not by the coöperative effort of all. The very vastness of the need demands that the effort be made. We shall never succeed completely, for man's reach will always exceed his grasp. Nor can we fail, for any accomplishment, however short it may come of the ideal, is so much gain. Let us lift up our eyes to the hills, let us attempt our minor tasks always in terms of their ultimate meaning, let us plan and work continuously toward a comprehensive program. I began with a note of pessimism; I end with a paean of faith and of hope. This must be done, in our day or later. Why not now?

# The Relation of Pattern of High School Credits to Scholastic Success in College<sup>1</sup>

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The unprecedented increase in college enrollments that has been taking place in the last two decades has brought into greater relief the problems of selecting from applicants for entrance those of greater promise. The recent development of objective intelligence and placement tests also has operated to revive questions of selection which had been relatively dormant. It is now frequently proposed that scores on such tests, together with high school marks and other data, replace conventional college entrance requirements. When requirements have been expressed in terms of required high school credits in specified subjects, they have exercised a not altogether desirable influence upon high school curricular offerings and constants. When expressed in terms of entrance examinations covering secondary school subject matter, the influence upon objectives, content, and methods in secondary school subjects has been quite widely regarded as somewhat unfortunate.

At present in all sections of the country, even in the New England and Middle Atlantic states, the predominant method of entrance to college and universities is by the certificate route,<sup>2</sup> in but 7 of the

331 institutions included in the investigation of Brown and Proctor was the college entrance examination the predominant method of entrance, while in 234 the transcript from approved high schools was the prevailing avenue. In the other institutions some combination of methods was predominant.

As may be noted in the same report, when students are admitted on the basis of their high school transcript, fifteen units of high school credit are normally required and, furthermore, usually seven to twelve of these are specified. The most frequent specifications include three units of English, two units of mathematics, two units of a foreign language, one unit of a laboratory science, and one unit of history or social study.

Such practice is clearly based upon the promise that students attending an accredited high school and pursuing a pattern of study as outlined in such entrance requirements will do better college work than those who do not attend accredited secondary institutions, or those who do not pursue the favored pattern of study in the approved schools. In fact, it would be only fair to say that the widespread employment of that method of selecting and rejecting applications for entrance to college implies that not only does such a difference exist but that it is a material difference, and also that the method results in at least as sharp a differentiation between good and poor college risks as does any other simple and practical method. It is hardly appropriate today to argue that among the fundamental objectives of the transcript method is the control of the high school

<sup>1</sup> A paper read before the Commission on Unit Courses and Curricula at the time of the annual meeting in Chicago, March, 1931.—The Editor.

<sup>2</sup> See Brown, E. J. and Proctor, Wm. M. *Methods of Admission and Matriculation Requirements in Three Hundred and Thirty-one Colleges and Universities*. Seventh Yearbook of the Department of Superintendence. 1928, pp. 331-58.

curriculum in the interests of protecting secondary education from incompetent principals and superintendents.

It is the purpose of this paper to present certain objective and reliable data which bear directly upon this problem. They are a part of a larger investigation involving a number of other factors. The study is based upon the records of 387 members of the class of 1930 of the University of Oregon, all of that class who remained in continuous residence at the University for five consecutive terms, with the exception of about sixty individuals for whom complete data were not available. The data gathered for each individual included among other items:

1. Average weighted marks in all subjects taken during the first five terms in college.
2. Percentile rank on the American Council of Education psychological examination for college students.
3. The average high school mark in all subjects and in each of six different subject matter fields.
4. The number of units of high school credit in each subject matter field.
5. The size of school and salaries of teachers paid in the school from which the student graduated.

All of the above items except the second were obtained from the records in the office of the registrar. The percentile ranks were obtained from the office of Professor Howard R. Taylor of the department of psychology of the University of Oregon. Data relative to the size of school and salaries of teachers were obtained from state directories.

Zero order coefficients representing the relationship between number of units of high school credit in the various fields and average college marks indicate conclusively that knowledge of the number of years any subject is pursued is of very little value for the purpose of predicting college success. The coefficients

range from  $-.04$  for social studies to  $.17$  for foreign languages.<sup>3</sup> When percentile rank on the American Council psychological test is held constant, the partial coefficients of correlation between average college mark and number of units of credit in a given subject were even less, ranging from  $-.12$  for social studies to  $.11$  for vocational studies, that for foreign languages dropped to  $.05$ . It was obvious that by no combination could a multiple correlation of any significant magnitude be obtained. Occasionally important phenomenon or relationships are not discernible in a single measure of relationship such as a coefficient of correlation. It is therefore advisable to examine the scattergrams upon which such low coefficients are based. Chart I is the scattergram for foreign languages. The vertical lines represent the interquartile ranges of the arrays to the right of the lines. The dip in the line connecting the medians may be taken as good evidence that the students who took one but no more years of foreign languages are on the average inferior college prospects. With this exception, a steady increase in median college mark accompanies increase in numbers of semesters of credit in foreign language. A progression of medians or averages is often presented as a measure of relationship. How deceptive such a measure is, when the overlapping of arrays is not given adequate consideration, may be illustrated by this example in which the coefficient of correlation was not greater than  $.17$ .

Students presenting two units of credit in foreign language do no better on the average in college than students who present no units in that field. No effective threshold to bar poor students may be set at less than five units of foreign language. Setting such a threshold at any

<sup>3</sup> In the same study the correlation of average college mark with percentile rank was  $.45$  and with average high school mark,  $.56$ .

number of units in foreign languages operates to bar practically as many superior students as poor ones.

Similar conclusions may be drawn from the scattergram for units of high school mathematics and college mark (Chart II). Here, however, there is no rise in the line connecting the medians until after two units are reached. It is

tile, clear-cut evidence that while the median is slightly higher, the average college mark of those having had four years of high school mathematics is less than that of those having had one, two, or three years.

The absence of negative correlation between number of units of high school credits in vocational subjects and college

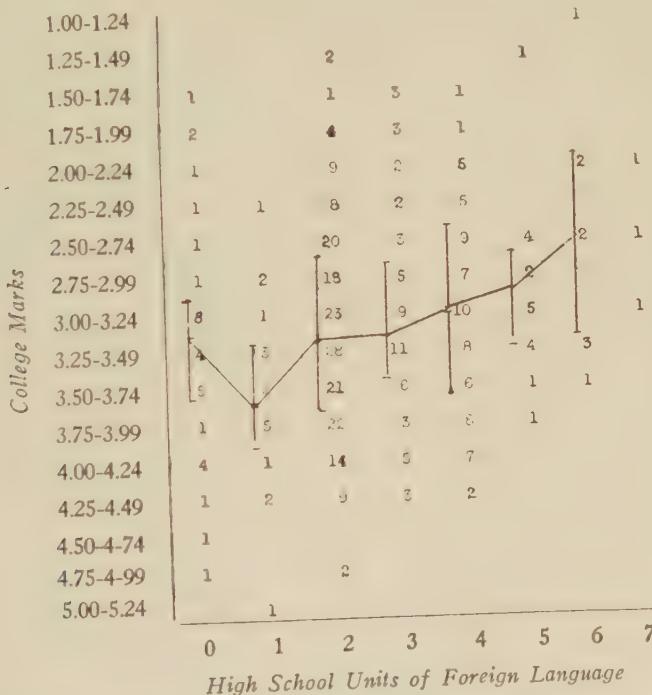


CHART I.—SCATTERGRAM OF THE CORRELATION BETWEEN COLLEGE MARKS AND HIGH SCHOOL FOREIGN LANGUAGE UNITS

interesting but not significant to note that of the four students having more than four years of high school mathematics but one achieved a college average above the median for all students. The greater reach of the lower quartile of those presenting four units of mathematics into the depths of low college marks, as compared to those of groups presenting less units, is in view of the approximate equality of the medians and upper quar-

marks invites closer analysis. Inspection of the scattergram, Chart III, reveals no relationship between amount of credit in these subjects and scholastic success in college. Of the students presenting in excess of four units credit in vocational subjects, very few were distinctly inferior or distinctly superior students. Fourteen of them presented five or more units of vocational credit. The average college mark of these fourteen students was

about .18 of a grade step on a six step scale better than the average of all students included in the study.

One may be expected to suspect that these students constituted a select group. They were slightly more mature than the average as represented by a difference between 19.6 and 18.2 years. But one was more than 21 years of age. Eight

ranks of .472 and .513. Their average high school mark was slightly superior 86.4 as compared to an average of 83.0 for all students in the study. Thus they prove upon examination to be in no way an abnormal group.

Inspection of the other scattergrams (Charts IV, V, VI) reveals no significant relationship not suggested by the negli-

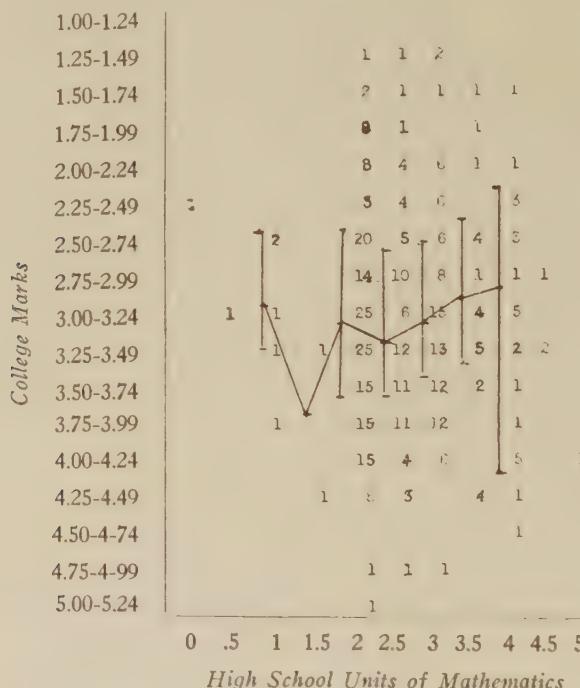


CHART II.—SCATTERGRAM OF THE CORRELATION BETWEEN COLLEGE MARKS AND HIGH SCHOOL MATHEMATICS UNITS

were students in the school of business administration for entrance to which more than four units of vocational credit are accepted. They pursued, however, few courses in technical business administration and the percentage of failure is rather high in those subjects. In percentile rank on the Council of Educational test they were slightly inferior to the average student included in the study, as represented by difference of percentile

gible coefficients of correlation. Students who presented but three units of English did not fare quite as well in college as did those who completed four years of work in that subject. The difference in median average college mark was .25 of a grade step on a six point marking scale. That this difference may be attributed at least in part to difference in ability rather than to the college preparatory training provided by fourth year English is evi-

enced by the superior rank in intelligence of those having had four years of high school English, .553 as compared to .506 for those having had but three years of high school English.

Students who have had more than three years of high school work in history and social studies on the average do definitely inferior work in college and

Not only was there little or no relation between pattern of high school credits and college success, but apparently there is little relation between the mastery of any particular subject and college success. As a reasonable though arbitrary measure of mastery, the number of units in each field was multiplied by average mark received and the resulting products

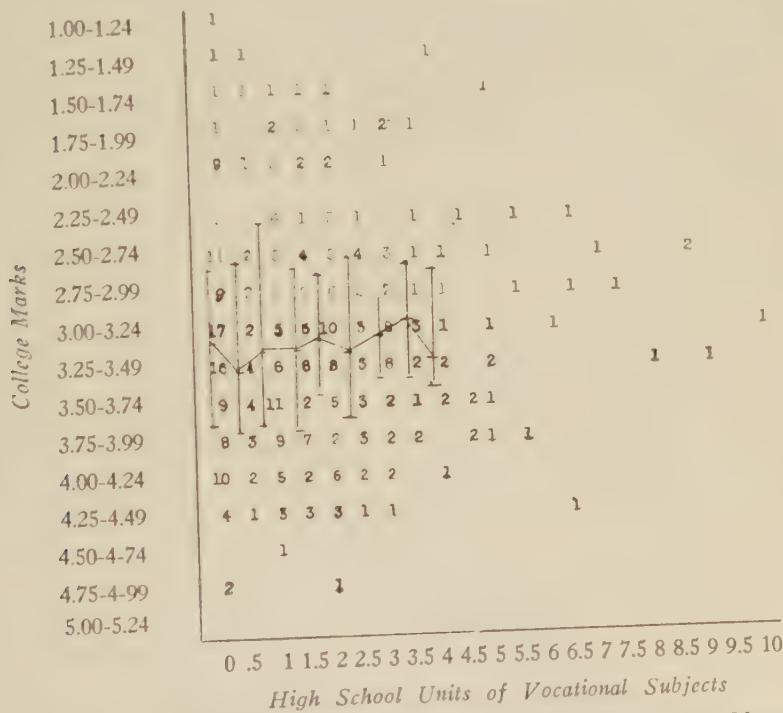


CHART III.—SCATTERGRAM OF THE CORRELATION BETWEEN COLLEGE MARKS AND HIGH SCHOOL VOCATIONAL UNITS

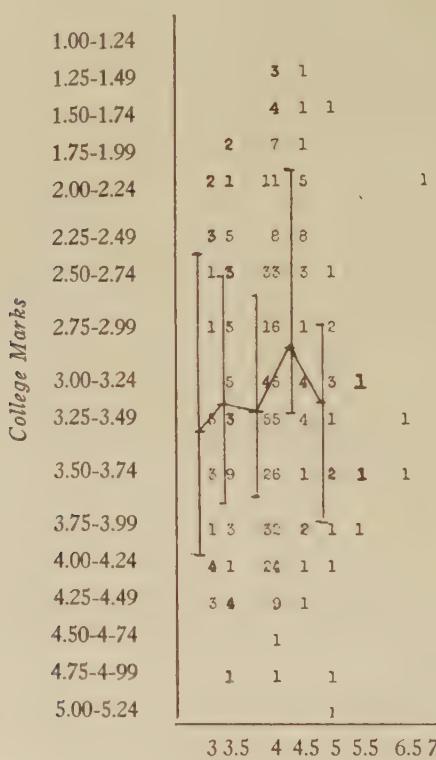
those having less than three units of credit in that field achieved definitely higher averages. These differences may likewise be attributed to differences in intelligence of the two groups of students. Of the fourteen students having less than two units of history and social studies, twelve ranged in percentile rank from .706 to .952 with a mean rank of .778 as compared to a median rank of .513 for all students.

referred to as subject indices. While the correlations between high school marks ranged from .38 in vocational subjects to .54 in science, the correlations between subject index and average college mark ranked from -.04 for vocational subjects to .23 for foreign languages. With percentile rank in intelligence held constant the coefficient for foreign languages diminished from .23 to .06 and that for mathematics from .12 to .04.

*High School credit requirements as a means of barring poor students.* If we make an analysis of the records of those students who should have been barred because of having had less than a certain set minimum of units in specified subjects, very interesting light is thrown on the relative value, for purposes of select-

average of 3.4 for the entire class.<sup>4</sup> But ten of them (20%) failed to obtain an average better than IV. Twenty-six (52%) averaged as well as 3.5 and ten (20%) higher than III, three (6%) higher than II and one ranked among the ten best students of the entire class.

Only nine individuals presented less



High School Units of English

CHART IV.—SCATTERGRAM OF THE CORRELATION BETWEEN COLLEGE MARKS AND HIGH SCHOOL ENGLISH UNITS

ing good college risks, of entrance requirements in terms of specified units of credit in certain favored fields on the other. If, for example, those individuals who presented less than two units of foreign language had been barred, fifty individuals would have been affected. The median average college mark of these people was 3.5 as compared to an

than two units of credit in mathematics. The median of the average college marks of this group was 3.1, distinctly better than that of the entire group which was 3.4. Not one of them averaged as low as IV, only one as low as 3.5. Three

<sup>4</sup> In the six step marking system employed at the University of Oregon, I is the highest mark and VI (failure) is the lowest.

of the nine averaged better than 2.75, ranking in the upper quarter of their class.

There were twelve individuals who presented less than one unit of science for entrance. But one of these received an average as low as IV and but three as low as 3.5. Four of the twelve aver-

aged better than III, one ranking among the ten best students in the group of 387 people. But one of the 26 averaged as low as IV while 51 or one in seven of the other 361 students with less than four units of credit of vocational subjects averaged as low as IV.

Though no fine accuracy may be safely

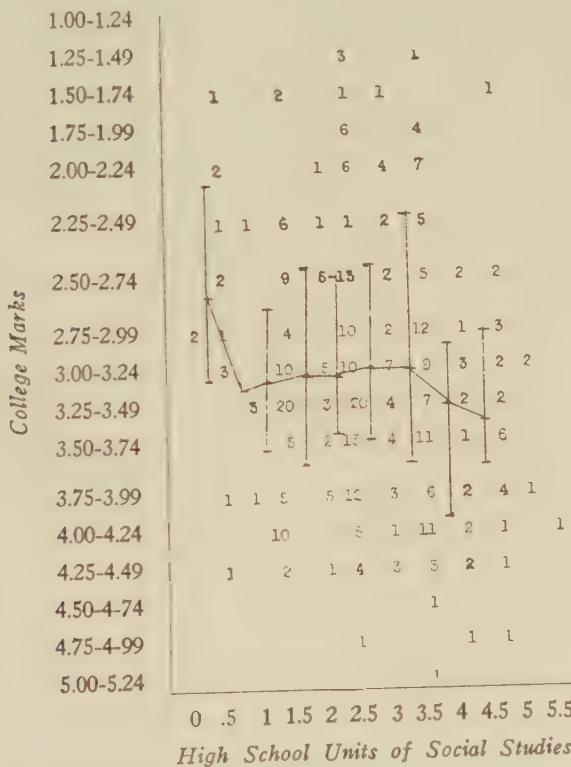


CHART V.—SCATTERGRAM OF THE CORRELATION BETWEEN COLLEGE MARKS AND HIGH SCHOOL SOCIAL SCIENCE UNITS

aged better than III, two better than 2.25 and one as high as 1.7, ranking among the ten best students in the group.

If the 26 students presenting more than four units in vocational subjects had been barred, 16 individuals would have been rejected who received five term averages better than 3.4, the average for the entire class. Eleven of the

assumed from so small numbers of cases, in general, it is clear that those students entering with less than the conventional entrance prescriptions in terms of high school credit in certain favored fields contributed to each of the various levels of scholarship in about the same proportion as those who met the requirements. To be sure most of these people

were admitted subject to removing deficiencies in entrance requirements and their consequent unusual status may have acted as a spur to greater efforts but this does not seem to constitute a likely explanation in view of the facts that these people were under no peculiar obligation to attain higher than passing

In distinct contrast to the operation of average high school marks and intelligence test scores, the requirement for entrance of specified high school credit bars as many superior as inferior individuals and admits as many inferior ones as superior ones. This is indicated by Table I.

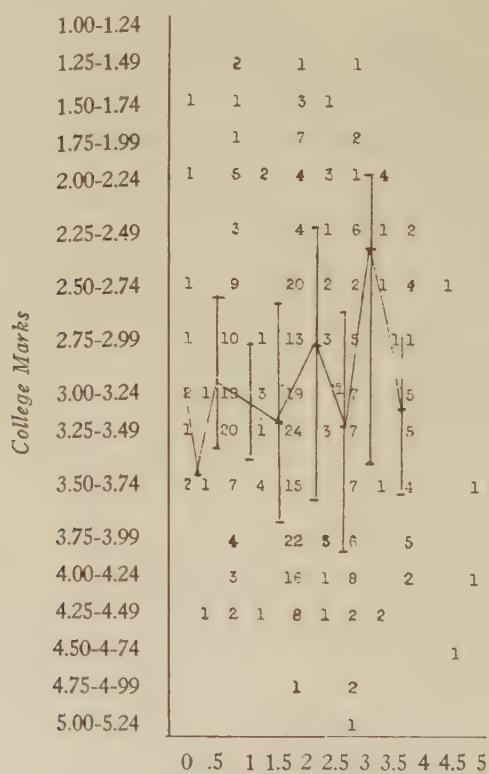


CHART VI.—SCATTERGRAM OF THE CORRELATION BETWEEN COLLEGE MARKS AND HIGH SCHOOL NATURAL SCIENCE UNITS

marks and that they are required to complete additional courses to remove entrance deficiencies. One seems forced to conclude that at best, pattern of high school units as a means of selecting good college risks is but another way of measuring intelligence and industry, and a distinctly inferior one at that.

Inspection of Table I reveals that the practice of barring students on the basis of the conventional entrance requirements would have operated, as regards the group involved in this study, to bar more good students than poor ones (as compared to percentages of from 29% to 49% of poor students compared to

good ones barred by entrance minimum requirements based on high school averages and percentile rank on the Council psychological tests).

Comparable to similar computations for percentile rank in intelligence and for high school mark, ratios are given in Table II for the effectiveness of entrance requirements as means of barring poorer students and admitting better ones.

The negligible values of ratios of

poor students rejected to poor students admitted is clear and conclusive indication that as far as the students involved in this study are concerned, the requirement of two years of foreign language, two years of mathematics, one year of science, and not more than four units of vocational subjects, does not discriminate between poor and good students, in that the percentage of poor students rejected on such standards is but a small fraction of poor students admitted on

TABLE I  
NUMBERS OF STUDENTS PRESENTING CERTAIN AMOUNTS OF HIGH SCHOOL CREDIT IN CERTAIN SUBJECTS AND AVERAGING LOWER OR HIGHER THAN 3.5 IN AVERAGE COLLEGE MARK

Foreign Languages			Mathematics		
	Average Lower Than 3.5	Average of 3.5 or Better		Average Lower Than 3.5	Average of 3.5 or Better
2 units .....	111	221	2 units .....	132	241
Less than 2 units	23	27	Less than 2 units	2	7
Science			Vocational		
	Average Lower Than 3.5	Average of 3.5 or Better		Average Lower Than 3.5	Average of 3.5 or Better
2 units .....	130	240	4 units or less	126	230
Less than 1 unit	4	8	More than 4 units .....	8	18

TABLE II  
PROPORTIONS OF POOR STUDENTS REJECTED TO POOR STUDENTS ADMITTED AND OF GOOD STUDENTS REJECTED TO POOR STUDENTS REJECTED ON THE BASIS OF HYPOTHETICAL SUBJECT MATTER REQUIREMENTS FOR COLLEGE ENTRANCE

	Foreign Language 2 units	Mathe- matics 2 units	Science 1 unit	Voca- tional 5 units	P.R. -.20	H.S. Mark .82
Percentage of poor students rejected to poor students admitted .....	.21	.02	.03	.06	.44	.49
Percentage of good students rejected to poor students rejected .....	1.15	3.50	2.00	2.25	.41	.48
"Goodness of selection" ratio = $\frac{\text{poor barred}}{\text{good barred}} \div \frac{\text{poor admitted}}{\text{good admitted}}$	1.7	.5	.9	.8	4.8	3.4

such a basis. The high percentages in the second row of Table II being in each case greater than unity and ranging as high as 3.50 tells the same story by way of saying that the use of such standards rejects more good students than poor ones. The most unusual phase of the picture may, however, be seen in the "goodness of selection" ratios. By sheer chance these ratios should be as great as 1. A ratio less than 1 is indicative that on the basis of the criterion under discussion the ratio of poor students admitted to the good ones admitted is greater than the ratio of poor ones to good ones among those which would be barred. Of course, the fact that except in the case of foreign languages, these ratios are less than one is due only to "happennstance" possible with so few cases in the two categories of rejected students, but the fact that not one of the four in any way approaches similar ratios for thresholds based on percentile ranks in intelligence test scores (4.8 and 6.8) and on high school marks (3.3 and 3.4) is quite significant.

(While not pertinent to the topic of this report I will mention parenthetically the fact that the data of this study agree with those recently reported by Odell relative to the relationship between college success and size of high school from which the student was graduated. The zero order coefficient of correlation between size of school from which graduated and college success was no greater than .04. An examination of the correlation scattergrams indicates that the students from the schools of less than 4 teachers do not do quite so well as do those from larger schools but the difference is small—less than .25 of a grade point—and the overlapping is great, almost as many outstanding students coming from smaller schools as from larger ones. Studies by Jackson (Nebraska), Burgraff (Idaho), Thornberg (Washington State College), and Rommers

(Indiana) also yielded similar conclusions. Whitney (Colorado State Teachers College) reports an unpublished study by Cornell and Condit in which coefficients of correlations between size of school and college marks range from .002 to .117, the latter a biserial  $r$ , the two groups being small schools and large ones.)

It is all the more convincing that the conclusions of each of the thorough-going previous studies which throw light on the question of relation of pattern of high school credits to academic success in college are in fairly close agreement with those of this study. As early as 1923, Gebhardt<sup>5</sup> reported a study in which the relation of the weighted credits earned at Colorado State Teachers College to the number of units of certain credits earned in high school subjects was the subject of study. He found no significant evidence in this investigation to show that one subject or group of subjects is of greater value than any other as an aid to successful college work.

Proctor and Bolenbaugh compared the academic records of two groups of students entering Stanford University in 1921 and 1922. The students of one group had each received credit in high school for two or less units of vocational subjects and those of the other group had earned 3 or more units of credit in one or more vocational fields. The data reported by these authors indicate that there is no significant relation between amount of credit in vocational subjects in high school and subsequent college success. While, as shown in Table III, those of less vocational credits earned a slightly higher median in honor points, the difference is almost negligible, being not as great as would be expected in view

<sup>5</sup> Gebhardt, G. L. *The Relative Value of College Entrance Subjects*. M. A. Thesis, Colorado State Teachers College, 1923.

of the difference in median score on the Thorndike intelligence examination.

Of the academic group, 33.8% made less than one honor point per credit hour, the comparable figure for the vocational group being 39.6%. The correlations between intelligence test scores and number of honor points were for the academic group .45 and for the vocational group .37. These facts indicate a slightly superior achievement of the academic group. Yet this superiority

3) and a C (C = 2). Corresponding average marks for the class entering in 1928 were 2.19 and 2.23—a difference of but .04 of a grade step. Similar figures for the four year scholastic average of the two groups of the entering class of 1925 were found to be identical to the second decimal place—2.38.

A more recent investigation at the Colorado State Teacher's College supports Gebhardt's earlier study<sup>6</sup>. Entrance to the college is contingent upon com-

TABLE III

COLLEGE ACHIEVEMENT, HIGH SCHOOL SCHOLARSHIP, AND THORNDIKE INTELLIGENCE TEST SCORES OF VOCATIONAL AND NON-VOCATIONAL GROUPS  
(AFTER PROCTOR AND BOLENBAUGH)

	Median No. H.S. Honor Points	Median Thorndike Intelligence Score	Median No. College Honor Points
Academic .....	2.25	71.5	1.11
Vocational .....	2.34	67.6	1.09

must be evaluated in the light of greater median scores of the academic group on the intelligence examination and is somewhat compensated for by the difference in favor of the vocational group between the correlation of median honor points in college with a multiple of intelligence test score and high school scholarship record, that for the academic group being .48 and that for the vocational group .54.

Brammell<sup>6</sup> reports conclusions similar to those of Bolenbaugh and Proctor. The average freshman mark of 163 students entering the University of Washington in 1925 with five or more year credits in non-academic subjects was 2.08 as compared to 2.22 of 353 students who entered at the same time with not more than one year credit in non-academic subjects, the difference being but .14 of the difference between a B (B =

pleting 15 units of credit in high school and recommendation of the candidate by the principal of the school from which he is graduated as being in the upper three quarters of the candidate's graduating class. No set distribution of credits is required. Among those entering the college in 1926, were 183 students whose high school credits did not include all of the set pattern required for entrance to the University of Colorado or the University of Denver and 128 students who for the same reason could not meet the entrance requirements of Colorado College. These two groups of students were slightly inferior in Thurstone (American Council on Education) psychological test scores and on scores in the classification test (based on elementary and secondary school subject matter and in the English test given to all entering students).

<sup>6</sup> Brammell, Paris R. *A Study of Entrance Requirements in the University of Washington*. Ph. D. dissertation, University of Washington, 1930. Pp. 319.

<sup>7</sup> Stinnette, Ray L. *An Evaluation of the Present College Entrance Requirements at Colorado State Teachers College*. M. A. Thesis, Colorado State Teachers College, August, 1930.

It was found that the average mark of those whose high school credits did not fulfill the entrance requirements of the two universities in the cases of 40.6% of the 183 students exceeded the average mark obtained by those who could have entered those schools. In 39.2% of the cases, the average mark of the 128 students who could not have entered Colorado College exceeded that of those whose credits would have been acceptable at that institution. Of those who dropped during the first two quarters,

ing that institution in 1923, one group entering with 12 or more "standard" preparatory school units and the other with less. The former group passed in 93% of their work and latter in 90%. Bi-serial  $r$  of group with first semester marks was but .09.

Sorenson<sup>9</sup> compared the college marks of students entering Northwestern University. Table IV is based upon data reported in his study.

He concluded that only in the case of Latin was there any clear cut difference

TABLE IV  
AVERAGE COLLEGE HONOR POINTS, FIRST THREE SEMESTERS ACHIEVED BY STUDENTS WITH  
DIFFERENT AMOUNTS OF HIGH SCHOOL CREDIT IN VARIOUS  
FIELDS (AFTER SORENSEN)

	3 Units	2½ Units	2 Units or Less	1 or 2 Units	None
Mathematics .....	1.05	1.10	.75	...	...
Latin .....	1.26	...	...	.78	.55
French .....	1.10	...	...	.92	.85
Natural Science.....	.83	.71	.97	...	...
Social Science .....	.70	1.02	.99	...	...

45% could have entered the University of Colorado or the University of Denver and 36% could have entered Colorado College. These and other data of the study indicate that the group who were not able to offer for entrance the pattern required at the other institutions were slightly inferior on the average to those who were able to meet the requirements and that they made slightly inferior scholastic records at the Colorado State Teacher's College—the difference in scholastic record being just about what may have been expected to accompany the lower average test score on the psychological examination.

Clark<sup>8</sup> at the University of Southern California compared the University marks of two groups of freshmen enter-

which could not be attributed to selection in intelligence. He then studied the relationship between units of Latin taken in high school and college achievements of the groups of students falling into the four different quarters of intelligence as measured by the Scott Mental Alertness Test. These tabulated data seem to show rather conclusively that the percentage of students making superior college marks increases slightly with the number of years credit in high school Latin.

One of the most extensive studies of this problem is that of Yates<sup>10</sup> involving

<sup>9</sup> Sorenson, Herbert. "High School Subjects as Conditioner of Collegiate Success." *Journal of Educational Research*, 19: 237-54, April, 1929.

<sup>10</sup> Yates, *The Type of High School Curriculum Which Gives the Best Preparation for College*. Bulletin of the Bureau of School Service, University of Kentucky, Vol. II, No. 1, September, 1929.

<sup>8</sup> Clark, W. W. "Status of University Students in Relation to High School Course." *Journal of Educational Research*, 13: 36-42, January, 1926.

students at the Universities of Kentucky, Indiana, and Cincinnati. The percentage of students at the University of Kentucky achieving above the average is shown in Table V based upon Yates' data for four different types of curriculum pursued in high school.

While a higher percentage of those following the classical curriculum ranked above average in college achievement, the difference was not as great as should be expected of that group in view of their superior high school record and the greater ability that may be therefore implied. From that standpoint the "sci-

entative, the difference may not be attributed to chance errors of sampling and measurement, yet one cannot ignore the fact that in several instances the differences obtained were in favor of the same variable in two different sets of pairs, a fact which gives greater support to the probability of the existence of a real difference than either of the single sets of pairs considered alone. For example, it seems quite unlikely that both of the two differences in favor of the non-vocational preparation could be attributed to chance, though there is considerable possibility in one set of pairs

TABLE V

THE PERCENTAGES OF STUDENTS ACHIEVING ABOVE AVERAGE AT THE UNIVERSITY OF KENTUCKY  
BY TYPE OF CURRICULUM FOLLOWED IN HIGH SCHOOL, AND PERCENTAGE IN EACH  
GROUP ABOVE THE AVERAGE NUMBER OF HIGH SCHOOL HONOR POINTS  
(AFTER YATES)

Type of Curriculum	Percentage Above College Average	Percentage Above Average in High School Honor Points
Vocational .....	.43	.54
Scientific .....	.47	.50
Classified .....	.48	.60
General .....	.24	.30

tic" group shows outstanding achievement as compared to the other three groups.

Similar data for the groups studied at the University of Indiana and Cincinnati as shown in Table VI supported the same general conclusion.

From these data no conclusions can be drawn that any one type of curriculum is superior to others for the purpose of college preparation.

Yates also paired students of different patterns of high school credits on the basis of their freshman mental test scores. A summary of the results of his thirteen groups so paired is shown in Table VII.

While in no instance was a difference as great as four times the probable error of the difference, the ratio necessary to guarantee that, if the sample is repre-

considered separately that the obtained difference is the creature of chance as indicated by a ratio of .7 (32 chances in 100) and some possibility in the other as indicated by a ratio of 2.8 (3 chances in 100). When to these data the difference in favor of the Latin preparation as against the vocational with a ratio of 2.5 is added, the case seems quite strong. Similar statements though to a lesser degree may be made with reference to the data relative to the two sets of pairs of science and non-science, classical and non-classical, mathematics and non-mathematics, and English (3 units) and English (4 units) groups, though in none of these instances except that of the classical-non-classical groups are the ratios large enough that, even when taken together, they preclude any possibility of being due to chance.

On the other hand, it should not be overlooked that the percentages of superiority in honor points are in every instance quite small with the exception of the superiority of the Latin over the vocational groups.

One is forced to conclude from these and other data of Yates' study that students having taken Latin or classical curricula are likely to make slightly higher marks than those who have taken vocational or non-classical curricula but that the differences between averages are so small that when compared to the extent of overlapping, but slight correlation exists, certainly not sufficient to constitute a fair or effective basis for

differentiating good college students from poor ones.

Not only do the results of the study based on the Oregon students indicate that entrance requirements based upon minima of earned credits in specified subject matter fields is practically useless in differentiating between good and poor college risks, but there is general agreement among the conclusions of all other scientific investigators bearing upon the question. It would seem that no more striking example of the application of fallacious untested theories to educational administration may be mentioned than in the prevailing method of selecting students for higher education.

TABLE VI

THE PERCENTAGES OF STUDENTS ACHIEVING ABOVE AVERAGE AT THE UNIVERSITIES OF INDIANA AND CINCINNATI BY TYPE OF CURRICULUM FOLLOWED IN HIGH SCHOOL, AND PERCENTAGE IN EACH GROUP ABOVE THE AVERAGE NUMBER OF HIGH SCHOOL HONOR POINTS (AFTER YATES)

Type of Curriculum	Percentage Above College Average		Percentage Above Average in High School Honor Points	
	Indiana	Cincinnati	Indiana	Cincinnati
Vocational .....	35	48	35	43
Scientific .....	39	45	46	42
Classical .....	64	44	60	49
General .....	35	42	45	48

TABLE VII

A SUMMARY OF THE COMPARISONS MADE BY YATES OF THE AVERAGE COLLEGE MARKS OF PAIRED GROUPS OF STUDENTS OF DIFFERENT PATTERNS OF HIGH SCHOOL COURSES

Institution	No. of Pairs	Curriculum Groups Compared	Better Group	Diff. ÷ P.E. of Diff.	Pct. of Superiority
1. Kentucky .....	62	Voc - Non-voc.	Non-voc.	.7	2.2
2. Indiana .....	52	Voc - Non-voc.	Non-voc.	2.8	6.1
3. Kentucky .....	32	Voc. - Latin	Latin	2.5	10.1
4. Kentucky .....	25	Science - Non-sci.	Non-science	.8	3.0
5. Indiana .....	44	Science - Non-sci.	Non-science	1.0	3.0
6. Kentucky .....	86	Classical - Non-class.	Classical	1.4	3.8
7. Indiana .....	59	Classical - Non-class.	Classical	2.8	6.5
8. Kentucky .....	45	Soc. Sci. - Non-soc. sci.	Non-soc.sci.	1.1	4.1
9. Indiana .....	26	Soc. Sci. - Non-soc. sci.	Soc. sci.	2.5	8.6
10. Kentucky .....	11	Math. - Non-math.	Math.	.5	3.3
11. Indiana .....	14	Math. - Non-math.	Math.	.5	2.0
12. Kentucky .....	11	Eng. (4 units) - Eng. (3 units)	Eng. (3 units)	.4	2.8
13. Indiana .....	16	Eng. (4 units) - Eng. (3 units)	Eng. (3 units)	1.0	4.0

One cannot but be impressed with the great probability that thousands of able and at least a considerable number of outstanding minds have been barred from attending college or university by the administration of worse than useless means of selecting college entrants, set up in arm-chair committee meetings and in most probability the creatures of prejudices of those who saw no need of quantitative investigation of the dicta of the "best minds". The best interests of colleges and universities and of the conservation of human intelligence, genius, and scholarly traits would seem to demand an early abandonment of the prac-

tice of requiring for general entrance to college specified minima of credits in traditionally favored and vested secondary school subjects.

Compared on the basis of predictive usefulness to psychological test scores, high school marks, and principals' ratings on college promise, the pattern of high school credits is obviously and definitely inferior. The author of this study feels certain that a few decades hence, our present practice of selecting college entrants on the basis of minimum credits in certain fields of high school credits will seem a curious and inexplicable anamoly.

# Official Minutes of the Annual Meeting<sup>1</sup> 1931

## THURSDAY AFTERNOON SESSION

MARCH 19, 1931

The opening session of the Thirty-Sixth Annual Meeting of the North Central Association of Colleges and Secondary Schools, held at the Stevens Hotel, Chicago, Illinois, March 17-20, 1931, was called to order at one-fifty o'clock, Mr. Merle Prunty, President of the Association, presiding.

**PRESIDENT PRUNTY:** *Ladies and Gentlemen*—The time for opening our afternoon program is at hand. We have a full program for this afternoon, and it is necessary that we get under way now.

The Thirty-Sixth Annual program of the General Association is therefore in order.

I think we may very properly, this afternoon, greet each other as representatives of member institutions of the North Central Association. Our institutions are members of the most extensive and therefore the most influential accrediting agency for secondary schools and colleges in the world. We are a great coöperative, voluntary institution. We have voluntarily sought membership for our institutions in this North Central Association. We have accompanied our applications for membership with evidence that our institutions meet the accrediting standards of this Association. The North Central has not sought us, nor has it imposed its standards on us. The North Central has merely placed its stamp of approval on our institutions when evidence has been submitted that our institutions conformed with the accrediting requirements of this Association.

The official organization of the North Central Association, as virtually all of you know, consists of an Executive Committee, a Commission on Higher Institutions, a Commission on Secondary Schools, and a Commission on Unit Courses and Curricula.

As in the past, certain legislative and administrative functions of the Association are assigned by the Constitution to each of the four above mentioned divisions of the Association. The general meetings and the meetings of the Association serve as a clearing house for the legislative activities and various other activities of the various commissions.

In accordance with the Constitution and the traditions of the Association, we have arranged four general meetings of the Association. Each of the three Commissions has charge of one of the general meetings. The other general meeting is the annual banquet of the Association to be given tonight in the North Ballroom of this hotel.

This opening meeting of the entire Association this afternoon is in charge of the Commission on Unit Courses and Curricula. This Commission is defined by the Constitution as follows: "Section 6. The Commission on Unit Courses and Curricula shall consist of twenty-four persons, twelve representing the institutions of higher education and twelve the secondary schools, members of the Association, four of each group to be elected annually for a period of three years on the nomination of the Executive Committee.

"This Commission shall plan and carry forward research relating to unit courses of study in various subjects and the curriculum in all classes of secondary schools and institutions of higher education included within the Association.

<sup>1</sup> A stenotype report.

"Section 7. The Commissions herein provided for shall elect their own officers, one of whom shall be designated the chairman."

For the past several years the chairman of this Commission, which has made these significant contributions, particularly to the class room administration of subject matter in our North Central schools, has been Mr. T. M. Deam. The Secretary of this Commission is Mr. Will French. Will you stand, Mr. French, Associate Superintendent of Schools in Tulsa, Oklahoma, having charge there of curriculum construction and curriculum administration?

The Chairman, Mr. Deam, is Assistant Superintendent of Schools in connection with the Joliet Township High School and Junior College.

The first half of this program this afternoon is in charge of the Commission on Unit Courses and Curricula, and the various members of the Commission who are to make reports to the Association, will be presented to you by Mr. Deam, the Chairman of the Commission.

MR. T. M. DEAM: *Mr. Chairman, Ladies and Gentlemen*—The Commission on Unit Courses and Curricula in their reports before the Association have followed a different procedure from the other Commissions. In the past neither the Chairman nor the Secretary has made this composite report. They have called upon the chairmen of the various committees.

The President of the Association has stated to you the function of this particular Commission. In looking over the QUARTERLY for the past year I find considerable printed material which various committees of this Commission have produced.

We have three exhibits this afternoon, and I have been told by each of these three that they will so limit their time

that the program will be carried along according to the way it has been scheduled.

The first exhibit we have—we may call it Exhibit A—is the Chairman of the Special Committee on College Entrance Requirements in English, Assistant Superintendent of Schools of Detroit public schools, E. L. Miller.<sup>2</sup>

PRESIDENT PRUNTY: We now have some items of business which we shall handle briefly. The first is appointment of committees by the President.

I wish, first, to name the Committee on Nominations. Referring to the Constitution on this item, I find this statement: "Prior to each annual meeting of the Association the President shall appoint a committee of five whose duty it shall be to nominate suitable persons for election to each office not otherwise provided by the Association. The announcement of these nominations shall be made at the first session of the Association, but elections shall take place at a later session. Independent nominations may be made upon petition by any ten members."

I shall now name the members of the Nominating Committee, and ask the Chairman to offer the nominations. Members of the Committee are:

T. W. Butcher  
A. M. Hitch  
F. D. McElroy  
O. O. Young  
M. H. Stuart, Chairman

We shall now have the report of the Committee from Mr. Stuart.

MR. M. H. STUART: *Mr. President and Members of the Association*—Your Nominating Committee in doing its work has taken into consideration all the aspects of our Association and have therefore selected from the field of our Association a dean of education, a col-

<sup>2</sup> Mr. Miller's report was printed in the September QUARTERLY, p. 173.—The Editor.

lege president, high school inspector, city high school director, high school principal and a city superintendent. In the eight officers of the Association, five of whom we elect today, there are eight states represented, so we believe from the point of view of the Association, from the point of view of territory, we have attempted to serve you well.

The nominees we wish to present are as follows:

For the Executive Committee:

J. M. Wood, President, Stephens College

C. H. Lake, First Assistant Superintendent, Cleveland, Ohio

For Second Vice-President:

G. W. Frasier, President, Colorado State Teachers College

For First Vice-President:

J. T. Giles, Supervisor of High Schools, Madison, Wisconsin

For President, it became our peculiar privilege to select our distinguished Secretary who, according to precedent, has served us in the capacity of Secretary to the limit of time. Therefore, we count it a privilege to offer for advancement Dean J. B. Edmonson for the Presidency of the Association.

These nominations are respectfully submitted by the Committee whose names appear on your program.

Mr. President, in order to dispatch business, I move the acceptance of the report.

.... The motion was seconded. ....

PRESIDENT PRUNTY: Motion is made and seconded that the report of the Committee on Nominations be accepted. According to the Constitution, the election must formally take place at a later meeting. Is there any discussion or question?

.... The motion was put to a vote and carried. ....

PRESIDENT PRUNTY: If there are any independent nominations that anybody wishes to make that may be done upon

petition by any ten members between now and the time of the election scheduled for the meeting tomorrow morning.

I wish next to appoint the Committee on Budget. The Constitution provides that the Executive Committee shall submit a detailed report of income and expenditures at each annual meeting. The report of the Executive Committee shall then be referred to an auditing committee appointed by the President.

For the members of the Auditing Committee I am naming:

T. W. Gosling, Superintendent of Schools, Akron, Ohio

C. L. Cushman, Assistant Superintendent of Schools in Oklahoma City

John L. Shouse, Assistant Superintendent of Schools in Kansas City, Missouri.<sup>1</sup>

## FRIDAY MORNING SESSION

MARCH 20, 1931

The meeting convened at nine-fifteen o'clock, President Prunty presiding.

PRESIDENT PRUNTY: *Ladies and Gentlemen*—It is past the time for the opening of our morning session. If those of you in the rear will please find places we shall get under way.

The first part of this morning's program is in charge of the Commission on Institutions of Higher Education. This Commission is defined in the Constitution of our Association as follows: "The Commission on Institutions of Higher Education shall consist of forty-eight persons representing the members of the Association, thirty from the institutions of higher education and eighteen from the secondary schools. These shall be elected for a period of three years, ten members of the first group, and six of the second to be elected annually.

<sup>1</sup> EDITOR'S NOTE: The remaining portion of the Thursday Afternoon session was given over to Committee reports. These appeared in the September issue of the QUARTERLY.

"This Commission shall prepare a statement of the standards to be met by institutions of higher education seeking the approval of the Association, which standards shall be submitted by the Executive Committee to the Association for approval or rejection; shall receive and consider statements made by institutions within this territory seeking to be approved by the Association; shall provide such inspections as it deems necessary; shall prepare lists of institutions which conform to the standards prescribed; and shall submit lists to the Executive Committee for final approval and publication. This Commission may, with the approval of the Executive Committee, grant an institution of higher education the freedom to waive certain standards in order that the institution may carry on an educational experiment that the Commission has approved."

With this introduction I am very happy to present the Chairman of the Commission on Institutions of Higher Education, Dr. Gage, President of Coe College.

MR. H. M. GAGE (Coe College): The President has very definitely stated to you what the responsibilities of the Commission on Higher Education are. It remains only for me to say that we come before the Association this morning to render an accounting of our trusteeship, in order that all of our decisions and all of our recommendations may be formally incorporated in the proceedings of the Association.

The report for the Commission will, as usual, be given by the Secretary, Dr. George F. Zook, President of the University of Akron, and Secretary of the Commission.

DR. GEORGE F. ZOOK (University of Akron): *Mr. Chairman and Friends*—The Commission on Institutions of Higher Education submits the following report of its activities for the current year.

Dr. Zook read the report of the Commission on Institutions of Higher Education, with the following interpolations:

No. 1, preceding the words, "The following colleges ordered reinspected prior to this meeting," etc.:

I think most of you are entirely familiar with the fact that this group of men put in long hours and long days several times a year in considering the problems of accrediting the higher institutions. It is an arduous task and one to which these persons have endeavored to give their best service.

No. 2, preceding the words, "The following teacher-training institutions were ordered transferred," etc.:

I think most of you are aware of the fact that three years ago, I believe, the institutions that are now on the list of teacher-training institutions, so-called, the third list, were given an opportunity to apply under the regular college and university standard, and two years ago these institutions were required to apply under these standards or under the junior college standards. At the present time they are permitted until 1933 to qualify under one or the other of these two lists.

No. 3, preceding the words, "Under the heading of 'Resignations,'" etc.:

Under the heading of "Applications Declined," it has not been our custom in recent years to read the names of the institutions, but for your information I may say that the applications of four colleges were declined, and the applications of three junior colleges and the applications of five teachers' colleges for transfer from the teacher-training list to the list of colleges and universities, were declined. ....

DR. ZOOK: I remarked that the list of accredited institutions and the action taken relative to them are acted upon finally by the Executive Committee. All other actions of the Commission on Higher Institutions are subject to the

approval of the entire body. I shall read these actions, pausing after each one for opportunity on the part of anyone who may wish to raise questions relative to them or to discuss them. I think probably in the interest of hastening our business it will probably not necessarily be desirable to have a motion of approval after each one, unless you so desire. At the end, if that is agreeable, there should be a motion for the approval of any or all that you wish to approve.

The first action relates to the University of Dayton which at the present time has a law school that is not accredited by the Council on Legal Education of the American Bar Association. It is the habit of the Board of Review and of the Commission not to accredit institutions which have unaccredited units, but recognizing the fact that it is necessary for an institution to have some time before it can get a new unit into an accredited relationship with the respective professional accrediting agencies, the Board of Review and the Commission took the following action relative to the University of Dayton, which, it seems to me, is something of a precedent that will naturally be followed in other cases.

.... Dr. Zook read the action concerning the University of Dayton. ....

DR. ZOOK: Next is the action with reference to the Omnibus College of the University of Wichita.

.... Dr. Zook read the action concerning the Omnibus College of the University of Wichita. ....

DR. ZOOK: I might say that several matters relative to extension work have already been referred to the Committee on Standards. This is a new form of extension work which seemed proper to us to refer to the Committee on Standards for further study and report.

In the case of the Catholic colleges, frequently, though not always, and in the case of one institution, Capital University of Columbus, Ohio, central cor-

porations with property and assets other than those of the colleges hold a large amount of property. The property and assets under those circumstances can scarcely belong to the institution itself except as they are given by the order or by the central corporation to the institution for its use. It seemed, therefore, appropriate to us to take the following action.

.... Dr. Zook read the action concerning property held by central corporations in Catholic colleges. ....

DR. ZOOK: So far as I know there was no question about the propriety of such a request as that.

Last year action was taken relative to four-year colleges granting degrees which wished to continue in this organization under the name of junior colleges, the point being that the institution could apparently meet the requirements of a junior college but would be unable to meet the requirements of a senior college.

The action taken last year read as follows.

.... Dr. Zook read the action taken in 1930. ....

DR. ZOOK: In this case you will notice that a junior college was given permission in three years to make of itself a four-year college, but the reverse of this, according to the action of last year, would not obtain after 1933, namely, that a four-year college would be given the opportunity to qualify as a junior college. It seemed to us, therefore, that the action should be a bit more inclusive, and we have therefore recommended as a substitute for the above regulation the following.

.... Dr. Zook read the proposed substitute regulation. ....

DR. ZOOK: I think you will see the import of that, that a two-year institution has three years to qualify as a four-year college if it wishes to do so, and on the other hand, a degree-granting insti-

ation which is accredited as a junior college must become a four-year college within three years or cease doing any other work except the junior college work.

There were certain questions raised relative to the interpretation of the standards for Catholic institutions last year and it seemed desirable to the Commission to modify that action slightly so as to make the regulation read as follows.

.... Dr. Zook read the action taken relative to faculty services in Catholic institutions. ....

DR. ZOOK: The import of this is merely that all of these things put together must meet the income requirement of the Association.

.... Dr. Zook read the balance of the actions concerning finances of Catholic institutions. ....

DR. ZOOK: The Commission on Unit Courses and Curricula has a number of committees working on the various subject matter fields, one of which is the field of English. Last year we had a Special Committee of our Commission working in coöperation with the Unit Courses and Curricula Commission on the matter of English, so far as college entrance requirements were concerned. This sub-committee made a very interesting report to the Commission the day before yesterday and the Commission took the following action relative to it.

.... Dr. Zook read the action relative to the report of the Committee on College Entrance Requirements in English. ....

DR. ZOOK: Last year there was also created a Joint Committee of the Commission on Higher Institutions and of the Secondary School Commission relative to the accrediting of junior colleges. The point raised in that discussion was that inasmuch as junior colleges are now quite frequently considered as operating at least as much in the secondary school field as in the field

of higher education, possibly we ought to make some provision by means of which the Commission on Secondary Schools should have something to say relative to the accrediting of junior colleges just as the higher institutions now do. Unfortunately, the committee on this matter was unable to carry forward its work during the course of the past year and made therefore only a brief report at this last meeting.

.... Dr. Zook read the action relative to the Joint Committee on Junior College Accrediting. ....

DR. ZOOK: I am of course not familiar with any action which the Commission on Secondary Schools may have taken relative to the same thing.

We had also this year a very interesting report from our Committee on Library Standards. In the same way, an informal report of the Committee on College Faculties. Both of these two committees are working in the general field of revision of standards. It seemed, therefore, appropriate to the Commission to receive these reports and to discharge the committees, with the admonition that their functions be transferred to the Committee on Revision of Standards, which as most of you know, I am sure, has recently received a generous gift from the General Education Board of \$110,000, to be supplemented by an annual appropriation of \$5,000 from the Association, for a large study on the entire subject of college and university standards for accrediting purposes. That situation explains, therefore, the following recommendations relative to these two committees.

.... Dr. Zook read the action relative to the Committee on Library Standards and the Committee on College Faculties. ....

DR. ZOOK: We have this year also a Committee on Music and Art Schools, which is considering the very difficult problem of the possible accrediting of

music and art schools in some kind of classification in the accrediting work of the Association. It has done a considerable amount of work during the year but has manifestly been unable to complete its task. We therefore simply received the report of the Committee on Music and Art Schools and continued the committee.

.... Dr. Zook read the action concerning the Committee on Reports to High Schools, the Committee on Standards, and acknowledgment to the General Education Board. ....

DR. ZOOK: This resolution, I might say, was adopted by a rising vote, and I believe there have been one or two other resolutions offered in other bodies of this Association giving the thanks of the organization to the General Education Board for their magnificent gift of money for this purpose.

.... Dr. Zook read the action concerning the Committee on Supplementary Admission Reports. ....

DR. ZOOK: During the last three or four years we have given permission to a number of institutions to carry on educational experiments, which experiments vary from the written standards of the Association. In most cases these experiments are now under way and the actions are purely formal.

.... Dr. Zook read the action relative to the Committee on Kansas City, Missouri, Experiment; the Committee on Joliet Junior College Experiment; the Committee on Stephens College Experiment; the Committee on Iowa State Teachers College Experiment; the Committee on Tulsa, Oklahoma, Experiment; and the Cornell College Experiment. ....

DR. ZOOK: As a matter of detail but one which I am sure needs to be cared for by this organization as a whole, it was voted that since the Association was at no expense in connection with the survey of Evansville College for accrediting this year, the institution be charged

only the regular inspection fee of \$50. I think most of you know that the survey fees are \$400. Charging them \$50 is \$50 more than it cost.

I understand that the Secondary School Commission, which is equally interested in the following recommendation, has taken favorable action.

.... Dr. Zook read the action concerning the request to the United States Commissioner of Education to appoint a commission to study college entrance requirements, etc. ....

DR. ZOOK: As I say, I understand that the Secondary School Commission has taken favorable action upon this and will report the matter if it has not already done so. I may say that I have heard numerous people state that if the United States Office of Education can carry out a comprehensive study along this line it will be a very fine piece of work. Obviously, they desire the co-operation of such organizations as this in carrying out such a study and we are here indicating our willingness to co-operate in any such activity as that.

For some years it has been quite apparent that the Commission needed an Executive Committee. It has never had such a committee up to the present time, so far as I know, and often the Board of Review, which has been in frequent consideration of matters, has served in the capacity of Executive Committee. There are not very many actions which require consideration between the meetings of the Association of the kind that an Executive Committee would have under consideration, but there are some.

.... Dr. Zook read the action concerning creation of an Executive Committee, etc. ....

DR. ZOOK: I believe, Mr. Chairman, this completes the recommendations of the Commission to the Association as a whole, with the exception of one other matter which I think might very well be presented by President Gage in a

moment or two. I suggest, therefore, that if there are no questions or discussions relative to these matters, they be approved by the Association as a whole.

PRESIDENT PRUNTY: The report of the Secretary of the Commission is before you.

MR. G. E. CARROTHERS: (University of Michigan): I move its adoption.

.... The motion was regularly seconded. ....

PRESIDENT PRUNTY: A motion is made and seconded that the report of the Secretary of the Commission on Institutions of Higher Education be received and the action of the Commission approved. Is there any discussion? Those in favor of the motion say, "Aye." Opposed, "No." The motion is carried.

DR. ZOOK: Mr. Chairman, there is one other matter of business which I neglected to mention in this connection. I was going to read the nominations of the Executive Committee for the Commission on Higher Education but I understand that the Secretary of the Association is going to do that.

Furthermore, I might say that the Commission reelected its present officers with the understanding that the Secretaryship was a purely temporary matter.

Inasmuch as President Gage is the Chairman also of the Committee on Physical Education and Athletics of the Commission, it seems to me appropriate to allow him to make a short statement after I read the action which was taken by the Commission relative to the report on Physical Education and Athletics.

.... Dr. Zook read the action concerning the report of the Committee on Physical Education and Athletics. ....

DR. ZOOK: I suggest that President Gage make a further statement relative to this situation before action is taken relative to it.

MR. H. M. GAGE (Coe College): I think it is first in point to say, as a mat-

ter of courtesy to the Secondary School Commission, that it is the intention of the Commission on Higher Institutions to work in close coöperation with the Secondary School Commission in matters of athletic policy and programs.

You will remember that a year ago our Commission's Special Committee on Athletics introduced a recommendation covering interscholastic or high-school meets and tournaments. The recommendation was prohibitive of such meets and tournaments unless properly sponsored.

The Commission on Higher Institutions did not adopt the recommendation but approved the recommendation in spirit and in purpose and referred it back to the Special Committee on Athletics for further study, especially with the Special Committee on Athletics of the Secondary School Commission.

Now this year the Secondary School Commission's Committee on Athletics has brought in a report with recommendations and standards covering athletics in high schools. This report, with the standards and the recommendations, has been adopted.

It was my intention to introduce to the Commission on Higher Institutions a resolution, and a very definite resolution, covering interscholastic tournaments, such a resolution as would be exactly complementary to the resolution adopted in the other Commission. It was impossible for me to do this inasmuch as the Secondary School Commission did not take its action until a few minutes after we had adjourned yesterday morning. So purely for your information and in deference to the action of the Secondary School Commission, I wish to say that it was my intention, which I did not have an opportunity to follow out, to introduce this resolution, namely: "No institution of higher education approved by the North Central Association shall hold or sponsor any

national or interstate athletic meet or tournament or any invitational athletic tournament not approved by the state athletic association."

Let me say again that that recommendation was not presented to our Commission for the reasons which I have stated, and it is not presented to you this morning for action. It is merely read to you as a statement of what my intentions were and also as an announcement that next year doubtless such a resolution, complementary to the resolution of the Secondary School Commission, will be presented to our Commission.

Now specifically, in regard to the recommendation on the approval of athletic conferences, this recommendation is before you for action.

In order to answer some questions which have been asked, I make the following statement in regard to the inspections covering triennial reports on athletics:

Triennial reports were required this year from four states, West Virginia, Ohio, Illinois and Minnesota. There are in those four states 92 North Central institutions of higher education. The Board of Review provided for inspection of 52 of those institutions as regards the fulfillment of standards on athletics. It was our desire to make individual inspection in all of the institutions, but it wasn't possible. Furthermore, I may say that we made personal inspections in the representative institutions in West Virginia, similar inspections in Ohio. We of course felt that it was necessary that the University of Akron, presided over by our honorable Secretary, should be first inspected. His neighbor institutions, Oberlin, Heidelberg, Western Reserve University, Ohio Wesleyan, Ohio State University, and other institutions in Ohio were inspected. All of those institutions and all of the colleges and the university in

Minnesota were inspected. A number of institutions in the state of Illinois were inspected, such institutions as Monmouth College, Knox College, Bradley Augustana, the University of Chicago, Northwestern University, partially (laughter), and the University of Illinois.

That will give you an idea of the range of inspections that were made as regards our athletic standards.

A second statement in regard to conference relations as affecting North Central relations: On going over the list you will see that the Commission has taken definite action on a number of institutions which are members of approved conferences.

Now the recommendation which is before you for consideration is that the conferences named shall be approved. We have used the term "approved" rather than the term "accredited." What "approval" means is stated in the recommendation to be coöperation. I have sometimes used the phrase, "exchange of confidences."

In further interpretation of what "approval" means, I now make this statement: Approval of a conference means that the North Central Association will, so far as possible, that is, so far as the conference is willing and in so far as the conference is organized for action, work through the conference without, however, relieving an individual conference institution in the last analysis from direct responsibility to the North Central for fulfillment of North Central standards. The North Central Association moreover must depend on conferences for recognition of North Central decisions in making schedule of games.

With that statement the recommendation is before you for action.

**PRESIDENT PRUNTY:** We will now call upon the Secretary to read once again, to refresh your minds on it, the recommendation that the Commission is making with respect to athletics.

MR. GAGE: That we recognize with approval.

.... Mr. Gage read the recommendation concerning the report of the Committee on Physical Education and Athletics.....

PRESIDENT PRUNTY: The recommendation is now before you. A motion is in order that it be adopted.

MR. YOUNG (Galesburg, Illinois): I so move.

.... The motion was regularly seconded.....

PRESIDENT PRUNTY: A motion is made and seconded that the recommendation of the Commission affecting athletics and physical education be adopted by this Association. Are there any further questions or discussions?

MR. C. H. RAMMELKAMP (Illinois College): I should like to ask a question which I intended to ask in the meeting of the Commission on Higher Education but for reasons I didn't have an opportunity to ask. It has been customary, I think, in the past, at least frequently customary, for the reports of special committees to be published in some detail or at least in summary in the proceedings of the Association. I am wondering and ask this question of President Gage, whether the investigations of his committee and especially the investigations of these special investigators of athletics in these four states will be published, either in detail or in summary form. What is the answer to that?

MR. GAGE: I think that the answer is no. The inspections, President Rammelkamp, were made at the order of the Board of Review and the reports of the inspectors were turned in to the Board of Review. In other words, the inspections covering athletics were exactly the same as inspections covering other standards. We segregated them, put them under the charge of special inspectors because the work was new.

It is perfectly true that the Committee in these inspections is collecting a large amount of information, and that is one of the objects of the inspections. I haven't any doubt that after we have gone over the whole territory some statement of general conditions of athletics in the entire North Central territory will be made to the Association. In other words, the information gathered by the inspectors, not only covering conformity to standards but covering all sorts of conditions, is very valuable and should sometime be placed at the disposal of the Association.

We still have inspections to make in two-thirds of the territory. I am glad that you asked the question, President Rammelkamp, because it reveals to you what is one of the primary purposes of the inspection, namely, to get general information that will be of value to all of us in the conduct of courses in physical education and intramural and intercollegiate athletics.

MR. RAMMELKAMP: I am glad to have this assurance of eventual publication of this information.

MR. B. H. KROEZE (Jamestown College): In view of the statement just made I was wondering and therefore I should like to ask this question. It is implied in my wonderment. It is whether some implications might not be gathered or assumed by persons in regard to such conferences as have not yet had the opportunity of inspection. I assume that this will not be printed but a good many of us are here and some things get out without being printed. I am wondering whether there is any danger of implication in relation to other conferences which have not had an opportunity to present any request or had the opportunity of inspection.

MR. GAGE: I am not standing behind the microphone as an evidence that I think that what I am going to say is important but just in order that you may

be convenience in the matter of hearing me.

I think, President Kroeze, that there is a certain element of danger in the fact that so far we have come into relations with only about ten or maybe a little less than ten of the thirty conferences that are in operation in the territory. I have no suggestion to make in regard to meeting that danger beyond the statement that it ought to be met with patience and that it may well be met with patience when we realize that it has been impossible to do all of this work in a day or in a year. We are still in process of building up a procedure.

The hopeful thing is, you might say, that this year the conferences have been very active, and if applications come in at the rate indicated by inquiries now before us, we shall have a large list of conferences to present to the Association next year.

Since you have asked the question, President Kroeze, I think it is in point to say to the college presidents who are here (and I wish that all of the presidents were here) that in this matter it is especially important that the presidents of the colleges and the universities of the North Central area bestir themselves in this connection, and if they are organized now as faculty conferences to see to it that their faculty representatives are really in action, and if the conference is merely a conference of coaches or of directors, then to reorganize the conference so that it is a conference directly and genuinely representative of the institution.

It certainly is true that more conferences would have sought the approval of the Association if they had been organized to get that approval, and much delay has been necessary because in a number of cases it has taken two full years to effect a reorganization.

MR. WILLIAM J. DAVIDSON (Illinois Wesleyan University): I should like to

ask whether it would not be appropriate for the president, say at Illinois, to take the initiative in getting together such a conference or the Illinois Intercollegiate Athletic Conference for such purposes as you have defined.

MR. GAGE: It would be very appropriate and would be quite responsive to my suggestion.

MR. WILLIAM A. GANFIELD (Carroll College): I just raise the question whether in the minutes, just immediately preceding this recommendation which was read you could not comfortably insert and print a paragraph that would guard against the very implications that President Kroeze feels, which would merely indicate that the conferences which had been approved and with which the Commission have entered coöperative relations are only a part of the conferences within the territory, and that other conferences will be invited and are invited to apply for approval and coöperation, so that there would be no possibility of any unhappy implications arising out of the recognition and the printing of names of only a portion of the conferences.

MR. GAGE: It would be perfectly possible to attach such a statement to the report, and I may also remind you that the report states the fact that there are about thirty conferences in the area and that up to date we have been unable to get in touch with all of them. But I can re-emphasize that point.

PRESIDENT PRUNTY: Are you ready for the question? Those in favor of the motion will say, "Aye." Opposed, "No." The motion is carried.

MR. ALBERT B. STORMS (Baldwin Wallace College): I don't know whether or not it is the proper time now to bring up the question that I wanted to ask, but if not, I should like to ask how it should be done. My recollection is that last year a motion was made changing the name of the committee from a Commit-

tee on Athletics to a "Committee on Physical Education, Including Athletics." I notice that it is read now as a Committee on Physical Education and Athletics, which makes a distinction there that is hard to overcome. Athletics should be considered, I think we all agree, as a part of the program of physical education. It might be so worded, as I think it was in the resolution last year (I know it was in the Ohio College Association because I made the motion myself), that it reads something like this: "Committee on Physical Education, Including Athletics." If that change could be made by resolution here and if it would meet approval, I should like to make that motion.

PRESIDENT PRUNTY: President Gage will respond to your suggestion.

MR. GAGE: As I remember it, the re-formed name of the committee is the Committee on Physical Education and Athletics. The change was made because the Commission adopted the view that has been presented to you by President Storms. We have been called many names (laughter) and if the name of the committee is to be changed again it will have to be changed on the initial order of the Commission.

PRESIDENT PRUNTY: The Association would not have dominion then, President Storms.

The way is now cleared for consideration of the scheduled business for this morning's program.

I reported to you yesterday that I had appointed the Executive Committee as a Committee on Time and Place for the next annual meeting, and that the Secretary of the Association would report for the Executive Committee on time and place. We shall hear from Secretary Edmonson on this matter.

SECRETARY EDMONSON: *Mr. Chairman and Members of the Association*—"The Executive Committee, serving as the Committee of the Association on Time

and Place, recommends that the next annual meeting be held in the Hotel Stevens, Chicago, March 15-18, 1932."

PRESIDENT PRUNTY: A motion is in order that the recommendation of the Committee on Time and Place be accepted, and approved.

.... Upon motion regularly made and seconded, it was voted to adopt the report of the Committee on Time and Place. ....

PRESIDENT PRUNTY: We have as the next order of business the report from the Committee on Nominations. I shall recognize at this time Secretary Edmonson, who will make the report of the Executive Committee on Nominations for places on the several Commissions.

.... Secretary Edmonson read the report of the Committee on Nominations. ....

PRESIDENT PRUNTY: The report of the Executive Committee on Nominations for positions on the several Commissions is before you.

.... Upon motion regularly made and seconded, it was voted to adopt the report of the Committee on Nominations. ....

PRESIDENT PRUNTY: The report of the Nominating Committee was made in the meeting yesterday, the first meeting of the Association, in accordance with the Constitution. The Constitution further provides that action upon the nominations of the Nominating Committee shall be taken at a later meeting of the Association. I am sorry that Mr. Stuart is not here to read the nominations for you again. In view of the fact, however, that he is not here and will not be here, you have the opportunity at this time of approving the nominations if you so see fit. If you desire a re-reading of the nominations we shall have to handle that at a later meeting of the Association.

MR. W. J. S. BRYAN: I move they be approved.

.... The motion was regularly seconded, was put to a vote and was carried. ....

PRESIDENT PRUNTY: In view of the fact that we are a bit ahead of schedule, if the Auditing Committee is ready to make its report we shall hear it at this time.

Dr. T. W. Gosling, Superintendent of Schools at Akron, Ohio, is the Chairman.

.... Dr. Gosling read the report of the Auditing Committee....

DR. T. W. GOSLING (Akron, Ohio): *Mr. Chairman*—I move adoption of this report.

.... The motion was regularly seconded, was put to a vote and was carried....

PRESIDENT PRUNTY: At this time we shall have the report of the Delegate to the American Council on Education. This report was to have been made by Dr. Charles H. Judd, Director, School of Education, University of Chicago. Dr. Judd was yesterday afternoon summoned to New York City in connection with an important committee meeting, and we have asked Dr. John McCracken, Associate Director of the American Council on Education, to give Dr. Judd's report. Dr. McCracken was formerly President of Lafayette College. We are happy to welcome you and have you report in connection with this matter.

.... Dr. McCracken read the report of the Delegate to the American Council on Education.<sup>3</sup>....

DR. JOHN McCRAKEN: I might add to Dr. Judd's report that Dr. Judd has served the Council as Chairman during the year 1929-1930, and his services proved so valuable that the Council violated the precedent which had been established for twelve years, that a Chairman should hold office for one year only, and reelected Dr. Judd to the Chairmanship for the current year, and he now serves in that office. (Applause).

PRESIDENT PRUNTY: Thank you, Dr. McCracken.

On behalf of the Association I shall receive the report and order it fitted into the record of this Association meeting.

In securing the speaking talent for our various general Association programs the Program Committee attempted to bring to you speakers who would challenge your thinking on current, live educational problems. Certainly we were enlightened in the report yesterday afternoon brought to us by Dr. Ben Wood, and surely we were inspired last night to listen to the discussion of the new plan at the University of Chicago by President Hutchins of the university.

This morning we are to have another one of these challenging and stimulating addresses from one who thinks out ahead of the times. The subject for this address is, "Jeremiah Was Right." Nobody has been able to figure out just what that means. I understand from the hotel authorities that the contributions to this hotel on the part of The Gideons have been more used, particularly in that portion of the Bible that is rarely read, than at any time in the history of this hotel. I understand that from double rooms there have been calls for additional copies of the Bible.

We shall leave it to Dr. Thomas H. Briggs, Professor of Education, Teachers College, Columbia University, New York City, to tell us wherein and how Jeremiah was right. (Applause).

.... Dr. Briggs read his prepared paper.<sup>4</sup>....

PRESIDENT PRUNTY: On behalf of the Association, Dr. Briggs, I want to thank you for coming out to us and bringing us this very constructive message.

.... Following announcements, the meeting adjourned at eleven-thirty o'clock....

<sup>3</sup> This report was printed in the September QUARTERLY, p. 158.—The Editor.

<sup>4</sup> This paper appears elsewhere in this issue of the QUARTERLY.—The Editor.

## FRIDAY AFTERNOON SESSION

MARCH 20, 1931

The meeting convened at two-ten o'clock, President Prunty presiding.

**PRESIDENT PRUNTY:** *Ladies and Gentlemen*—If it meets with your pleasure we shall now get under way on the afternoon program.

The first part of this afternoon's program is in charge of the Commission on Secondary Schools. I think you will be interested to hear the definition of the duties and responsibilities of this Commission as set forth in the Constitution of our Association.

"This Commission shall prepare a statement of the standards to be met by secondary schools seeking approval by the Association which standards shall be submitted by the Executive Committee to the Association for approval or rejection. This Commission shall make such inspection of schools as it deems necessary, shall prepare lists of the secondary schools within the territory of the Association which conform to the standards prescribed, and shall submit these lists to the Executive Committee for final approval and publication. This Commission may, with the approval of the Executive Committee, grant a secondary school the freedom to waive certain standards for approval in order that the school may carry on an educational experiment that the Commission has approved."

You will therefore observe that in the matter of accrediting schools for the approved lists of this Association the Executive Committee has the final authority, but that in the approval of standards for the schools approved by the Association, the Commission does not have the final authority, nor does the Executive Committee have the final authority.

The Executive Committee in the meeting last night considered an amendment to the policies, regulations, standards

and recommendations which had been approved by the Commission, and the Executive Committee in turn in its meeting last night approved such changes as had been approved by the Commission itself.

This afternoon you are to have the report from this Commission on the various policies, standards, regulations and recommendations, together with such other business as was transacted by the Commission.

The Chairman of this Commission is Mr. L. N. McWhorter, Assistant Superintendent of Schools, Minneapolis, Minnesota. The Secretary of this Commission is Dr. H. G. Hotz, University of Arkansas, Fayetteville, Arkansas.

I now turn the program over to the Chairman, Mr. L. N. McWhorter.

**MR. L. N. MCWHORTER (Minneapolis):** *Mr. President, Ladies and Gentlemen of the Association*—I have at times used this instrument but never for distances of less than two blocks. (Laughter). I think it will be possible for my voice to be heard throughout the hall without recurring to this instrument. If you find difficulty in hearing me I shall go to it.

*Mr. President*, the Commission on Secondary Schools very definitely appreciates the position which has been assigned to the Commission on Secondary Schools at this time by the Association. We feel that the last meeting of the Association is an honorable position. Of course, we are not modest. We believe that the Commission on Secondary Schools is, after all, the most important commission in the Association, and that all the problems which arise in the Commission on Institutions of Higher Education and in the Commission on Unit Courses and Curricula grow out of the great, underlying principles which are expounded in the secondary schools of the Association, of the region and of the nation.

The work of the Commission is of two sorts, work and inspiration. We do the work first. Monday night and Tuesday and Tuesday night and Wednesday morning are not particularly periods of inspiration but they are periods of hard, serious work and hard, serious contemplation of the really difficult problems that come before that Commission.

I have observed very carefully and watched very closely that work and out of that has come to me a realization that this Commission is giving very deep consideration to its problems and that in that consideration of its problems there have arisen in its mind two very definite things: First, that there is constant need of simplification and clarification of the principles upon which it stands, whether they are expressed in policies or standards or recommendations or regulations, and second, that it is frequently necessary in making progress over a period of years, to follow what may appear to be not a straight but a devious and indirect path, and that if the Commission and the members who are most interested in its progress can see along the line of that path the real progress that is coming, its labors have been more than justified.

We have had criticisms of the work of the Commission and of its committees, and they come from two angles: The Commission's decisions are too hard and technical, or they are too easy. We sometimes get those two criticisms at exactly the same meeting of the Commission.

One of those criticisms grows out of the fact that it sometimes occurs that some state department of education or some authority within a state which is within our Association region has set up standards which its schools must maintain, and that some one standard which we have established is lower than the standard which the state has established.

I want to express what I know is the

feeling of this Commission, that whenever it has been necessary, because the wide territory which we serve, forces us to make standards which may be criticized in that direction, it has never been the thought of the Commission that the standards of any state within this region have been too high. They have encouraged those higher standards which have been carried out in different states in the region.

It is with a great deal of confidence that you will appreciate our problem, that you will understand the purpose of our work, that I present to you at this time the Secretary of this Commission, Mr. Hotz, who has prepared the report of the work of our Commission.

MR. H. G. HOTZ (University of Arkansas): As you have already heard, the Commission on Secondary Schools had its first meeting last Monday evening. Since that time we have met constantly until well past the noon hour yesterday. During that time the Commission passed upon the applications of approximately 2,500 high schools.

A brief résumé of the results of these deliberations are, and I shall name them in greater detail in a minute:

Number of schools unqualifiedly recommended, 1,880. Number of schools warned, 1,091. Number of schools advised, 265. Number of new schools added, 191. From this total should be deducted: Number of schools withdrawn, 8; number of schools dropped, 18. Total to be deducted, 26, leaving a new total of 2,415.

As the President of the Association just intimated, the Commission recommends to the Executive Committee, and I have the privilege to report that the Executive Committee has given final approval to 105 schools. Before this approval is usually granted, all of the applications of the high schools are passed upon by at least two members of a Reviewing Committee and then recom-

hended, through the Chairman of such Reviewing Committee, to the Commission, and from the Commission they go to the Executive Committee.

It is usually customary to read the names of these 105 schools just approved by the Executive Committee. Mr. President, shall we follow that procedure?

PRESIDENT PRUNTY: Do you wish to hear the names of these new schools that have been approved, or do you prefer that they be published in the QUARTERLY?

MR. W. J. S. BRYAN: I move that they be published.

.... The motion was regularly seconded. ....

PRESIDENT PRUNTY: It has been moved and seconded that the names of these new schools be published and not read at this time.

.... The motion was put to a vote and was carried. ....

MR. HOTZ: Eight schools were withdrawn. These were also approved by the Executive Committee. Is it the pleasure of the house to hear the names of those schools? Unless there is a request shall pass by.

Eighteen schools were dropped. Unless there is a request the names of those schools will not be read.

As I indicated before, 191 schools were warned, as compared with 282 schools warned a year ago; 265 schools were advised, as compared with 148 schools advised a year ago.

Unless there is a request to have the names of the schools warned read, I shall pass on.

Now as to the results of our deliberations on the standards. Standards of the Commission on Secondary Schools (and I use that term in the broader sense) consist of four divisions: The first division, the policies; the second division, the regulations; the third division, the standards, which constitute the

heart of the problems; and the final division, the recommendations.

It has been customary to read the proposed amendments or re-statements of standards or new standards or policies or recommendations or regulations offered. We will take up the policies first.

"Policies are rules governing procedures of the Commission on Secondary Schools."

There are eight policies. The first policy was slightly amended.

"1. No school that has been continuously accredited for five years is dropped without a year's warning."

This first part of the policy is to be amended to read as follows:

"1. No school that has been continuously accredited for five years is to be dropped without a year's warning, provided that the annual report has been submitted to the Commission."

Mr. Chairman, I move the adoption of this amendment.

PRESIDENT PRUNTY: A motion is made that the amendment to Policy 1 be approved. Is there a second to the motion?

.... The motion was regularly seconded. ....

PRESIDENT PRUNTY: Is there a question or discussion? You might explain, Mr. Secretary, if you will, why that amendment was made.

MR. HOTZ: The reason for the change is this: Regulation 1 clearly states that if no report is submitted that school is dropped. There is apparent contradiction between Regulation 1 and Policy 1. For that reason, to make it clear, a school that has been continuously on the accredited list for five years can be dropped if its report is not submitted to the state committee.

PRESIDENT PRUNTY: Is there further question or discussion?

Those in favor of the amendment as

proposed will say, "Aye." Opposed, "No."

This amendment to Policy 1 is approved.

This concludes the discussion or presentation of any amendments affecting policies. We shall now pass to a consideration of the amendments to regulations.

MR. HOTZ: Mr. President, there is no change suggested in Regulations 1, 2, 3 and 4a. Regulation 4b reads as follows: "No new four-year school will be accredited which employs less than five full-time teachers, or the equivalent, four of whom, or the equivalent, must be full-time teachers of academic subjects. No new three-year high school will be accredited," and so forth.

The proposal is to insert the word "senior," making it read: "No new three-year senior high school," and so forth. We amend 4b by inserting the word, "senior," between the words, "three-year" and "high school."

Mr. Chairman, I move the adoption of that.

.... The motion was regularly seconded, was put to a vote and was carried. ....

MR. HOTZ: One additional regulation, Regulation 5, a new regulation, has been approved thus far:

"5. Athletics: No new school will be accredited whose program of interscholastic athletics is not in accord with the standards and recommendations of this Secondary Commission, or is under discipline for violating any regulation of the state athletic association."

That, ladies and gentlemen, is a new regulation.

"Regulations are conditions which any school must meet in order that its application for accrediting may be considered."

Mr. Chairman, I move the adoption of this regulation.

.... The motion was regularly sec-

onded, was put to a vote and was carried. ....

MR. HOTZ: Mr. President, we shall now pass on to the third division, namely Standards.

Standard 1 has been revised. It does not change the intent of the original standard but the wording was revised in order to make it more definite and it clarifies some of the terms.

Standard 1 as amended reads as follows:

"Standard 1—Plant, Sanitation, Janitorial Service. a. The school plant shall be adequate for the number of pupils enrolled and the program of studies offered. b. The lighting, heating and ventilation of the building, lavatories and toilets, wardrobes and lockers, water supply, school furniture, location of classrooms, shops and laboratories, and janitorial service, shall be such as to insure hygienic conditions for pupils and teachers."

Mr. Chairman, I move the adoption of that Standard 1.

.... The motion was regularly seconded. ....

PRESIDENT PRUNTY: A motion is made and seconded that the Association approve the re-statement of Standard 1.

.... The motion was put to a vote and was carried. ....

MR. HOTZ: Mr. President, Standard 2 was also re-stated. It does not alter the intent of the standard as it now stands. It refers to science laboratories and school library.

"a. Science Laboratories. The laboratory facilities, the size of the laboratory, the equipment, instructional apparatus, materials, supplies, maps and charts, must be adequate to meet the needs of instruction for all those courses involving laboratory work.

"b. School Library. The number and kind of books, reference material and periodicals, must be adequate for the number of pupils enrolled and must meet

the needs of instruction in all courses of study offered. The library must be easily accessible and the books shall be classified and catalogued."

Mr. Chairman, I move the adoption of Standard 2.

.... The motion was regularly seconded. ....

PRESIDENT PRUNTY: A motion is made and seconded that Standard 2 be approved by the Association as re-stated. .... The motion was put to a vote and was carried. ....

MR. HOTZ: Mr. President, no change in Standard 3. There is a slight change in Standard 4a. I shall read it to you as appears at present and then in the amended form.

"(a) Three-year high schools must require a minimum of eleven units for graduation. Other high schools must require a minimum of fifteen units for graduation; these units to be earned in grades 9, 10, 11, and 12."

The revised form appears in this wording:

"(a) Three-year senior high schools" inserting the word "senior") "must require a minimum of eleven units for graduation." Instead of the words: "Other," and so forth, use the words: "Four-year high schools must require a minimum of fifteen units," rather than "credits," for graduation. "These units" (rather than "credits") "to be earned in grades 9, 10, 11, and 12."

The intent of that is to make it clear that the three-year high school is a senior high school. We believe that "units" is a more definite term than "credits."

Mr. Chairman, I move the adoption of this standard.

.... The motion was regularly seconded, was put to a vote and was carried. ....

MR. HOTZ: Mr. President, there is to be no change in the rest of Standard 4. There is to be no change in Standard 5, Standard 6, Standard 7a and 7b. Stand-

ard 7c is re-written. It deals with the preparation of university teachers and as approved it appears in this form:

"(c) All teachers of academic subjects in new schools and all new teachers of academic subjects in accredited schools must teach only in those fields in which they have made adequate preparation. The following criteria are set forth as indicating desirable minima by which a state committee shall be guided: English, 15 semester hours; foreign languages, 15 semester hours in the language taught; science, 15 semester hours, of which five shall be in the science taught; mathematics, 15 semester hours; social science, 15 semester hours, which must include preparation in the specific subjects taught. Deduction in the fields of foreign languages and mathematics may be allowed to the extent of two semester hours for each unit earned in high school, not to exceed a total deduction of six semester hours."

This standard is to replace Standard 7 (c) as it has appeared in the past: "(c) All teachers of academic subjects in new schools and all new teachers of academic subjects in accredited schools must teach in the fields of their major or minor specialization in college preparation. A minor is interpreted as consisting of a minimum of ten semester hours."

The effect of the proposed standard will possibly slightly raise the requirements of new teachers in English. The effect on the other subjects is practically the same. It was the opinion of the Commission on Secondary Schools that this clarified a problem that has caused a good deal of trouble in the interpretation of "majors" and "minors."

Mr. Chairman, I move adoption of Standard 7 (c).

.... The motion was regularly seconded, was put to a vote and was carried. ....

MR. HOTZ: "Social science, 15 semes-

ter hours which must include preparation in the specific subjects taught."

MR. W. J. S. BRYAN: What does "preparation" mean? How much preparation?

MR. HOTZ: Mr. President, this is one of those matters that would have to be left up to the state committee. I presume two hours in a certain field would mean preparation.

MR. GEORGE E. CARROTHERS (University of Michigan): For the sake of other state committees and the state chairmen, it would seem to me that the intent of this is to leave much more to the state committees, because there is no specification as to amount. It says, "The following criteria are set forth as indicating desirable minima," but there is no "shall" or "must." So what satisfies the state committees is to be taken as a standard and that will help, because the state committees are on the job and ought to know when teachers are doing their work well.

PRESIDENT PRUNTY: Is there further discussion of Standard 7 (c) as re-written?

MR. J. F. WELLEMAYER (Wyandotte High School, Kansas City, Kansas): Will this tend to further complicate the report blank? It seems to me, much as I favor this rule, that I rather anticipate there will be need for some additional questions on that blank and some additional information submitted on these new teachers. Is that the case? Is it making it too complicated?

MR. HOTZ: Mr. President, there is a place in Form B for that. I take it that Form B is what you refer to, Mr. Wellemeyer. There is a place there that calls for the number of hours of professional work taken and also the number of hours in the field taught. Perhaps that word "field" will have to be changed to "subject" or "subjects."

I haven't studied this matter. I do not think that it will involve the addition of another column there.

MR. HOTZ: Mr. President, there is a slight change in 7 (d): "In all emergency appointments during the school year in which teachers do not fully meet standards 7a and 7b, the Commission will insist," and so forth. The change is here:

"(d) In all emergency appointments to class assignments during the school year in which teachers do not fully meet standards 7a and 7b, the Commission will insist that these be temporary and for the remainder of the current year only."

MR. CHAIRMAN, I move adoption of this standard, as revised.

.... The motion was regularly seconded, was put to a vote and was carried. ....

MR. HOTZ: Mr. President, Standard 10, Athletics, is a new standard:

"10. No accredited school shall participate in any national or interstate athletic meet or tournament or in any invitational athletic tournament or meet not approved by the state athletic association. Accredited schools not eligible to membership in state athletic associations are excepted."

Please note that this involves only the relationship to state athletic meets or tournaments.

MR. PRESIDENT, I move the adoption of Standard 10.

.... The motion was regularly seconded. ....

PRESIDENT PRUNTY: A motion is made and seconded that Standard 10, a new standard, be approved by the Association.

Is there question or discussion of this new standard?

MR. CARROTHERS: All the private schools do not belong to the state athletic associations. It is not intended to prohibit them from engaging in tournaments that are state-wide if they wish to do so, I presume.

MR. HOTZ: Mr. President, not if that

ournament is approved by the state athletic association.

PRESIDENT PRUNTY: Is there further question or discussion on this new standard? Those favoring the standard please say, "Aye." Opposed, "No." We have a new standard, No. 10.

.... Upon motion regularly made and seconded, it was voted to approve the standards as a whole....

MEMBER: Is it the policy to act upon policies and regulations similarly?

PRESIDENT PRUNTY: There was only one policy and only one regulation, was there not?

MR. HOTZ: One and one-half regulations.

.... Upon motion regularly made and seconded, it was voted to approve the policies and regulations, as amended, as a whole....

MR. HOTZ: Recommendations: There is a slight addition to the interpretation of recommendations, the definition of the meaning of recommendations.

"Recommendations are guiding principles, suggested in the interests of improvement of secondary education."

It stops there. We are suggesting the addition of this phrase: "And are not to be considered as a basis for warning or dropping a school."

Mr. President, I move adoption of this amendment to the definition of recommendations.

.... The motion was regularly seconded, was put to a vote and was carried....

MR. HOTZ: There are at present five recommendations. None of these recommendations is to be changed. There is, however, another recommendation, Recommendation 6, which is a new recommendation:

"6. Athletics. (a) The program of interscholastic athletics in high schools should be so organized and administered as to contribute to the health, pleasure, time, citizenship and character and objec-

tives of secondary education. The aim should be to develop sufficient skill in one or more sports among all its pupils to provide an enjoyable form of recreation in later life.

"(b) All athletic competition should grow out of and form an integral part of the physical education program of the high school.

"(c) The administration of all athletic contests in the high school program should be entirely controlled by properly constituted school officials.

"(d) Fair play, courtesy, generosity, self-control and friendly feelings for the opposing school should not be sacrificed in the desire to win.

"(e) The Commission recommends that girls do not participate in any form of interscholastic basketball games or tournaments.

"(f) The Commission further recommends that no interscholastic athletic contests played at night be scheduled on a night preceding a school day."

Mr. Chairman, I move adoption of this recommendation.

.... The motion was regularly seconded, was put to a vote and was carried....

MR. HOTZ: Mr. President, I move adoption of these recommendations as amended as a whole.

.... The motion was regularly seconded, was put to a vote and was carried....

MR. HOTZ: Mr. President, for the information of the Association, there are some items of business that we thought it well that we should call your attention to.

Resolutions passed: One resolution was expressing the hearty approval to the National Program for the Observance of the Two Hundredth Anniversary of the Birth of George Washington.

A resolution was also passed expressing our regret and appreciation for the splendid service rendered by Mr. George

B. Aiton, deceased, who formerly was an active and helpful member of the Commission.

Resolution 3 was a request that the United States Commissioner of Education consider the matter of making a study of college entrance requirements.

Two reports on educational experiments were made. The Tulsa, Oklahoma, educational experiment was reported on by Mr. Galen Jones. The educational experiment at Cornell College was reported on by Professor McCon nell.

Important actions taken were:

1. Voted that a committee of three members be appointed to make a study of the extent to which colleges have modified entrance requirements in terms of the former recommendations of the Association regarding the admission of students on the basis of work completed in the senior high school.

2. Voted to adopt a policy extending the regulations, standards and recommendations of the Commission to include the field of interscholastic athletics.

3. Voted that the Committee on Athletics be continued for the coming year and that it be enlarged by the addition of five representatives of state athletic associations within North Central territory, these new members to be selected by the president of the National Federation of State High School Athletic Associations.

4. Voted that the Committee on College Entrance Blanks be continued.

5. Voted that the Committee on Library be continued.

Committee reports considered:

1. Report of the Committee on Athletics, by E. E. Morley.

2. Report of Committee on College Entrance Blanks, by C. G. F. Franzen.

3. Report of the Committee on College Accrediting, by Mr. Roy Gittinger. This report was approved.

4. Report of the Committee on Library, by Mr. E. L. Miller.

5. Report on the National Survey of Secondary Education, by Mr. L. V. Koos.

6. Report of the Committee on Blanks, by J. B. Diefendorf.

7. Report of Committee on Majors and Minors, by Mr. F. L. Hunt.

These, Mr. President, constitute the main items of business, in addition to standards and passing upon schools.

I want to say in conclusion that it has usually been customary to give a brief summarized report on the findings that are obtained from the annual reports. I do not take it that you want to hear the reports. I have a number of copies here at my right, which include the summaries of all the annual reports submitted by the 2336 high schools, under various headings, and I shall be glad to have you take those if you desire copies.

I believe the summarized report that is usually read will be published and it will not be necessary to read it at this time.<sup>5</sup>

PRESIDENT PRUNTY: The report of the Commission on Secondary Schools is acknowledged and filed in the records of the Association.

This concludes that portion of this afternoon's program which is in charge of the Commission on Secondary Schools. Is Dr. Frasier in the audience? (Not present) He is not scheduled to speak until three-thirty, according to the program, and perhaps has not thought it necessary to arrive as yet.

We shall have a short recess of five minutes, say, in which time you can get copies of the report of Mr. Hotz.

.... Five-minute recess. ....

PRESIDENT PRUNTY: Will the Association please come to order? At this time I wish to recognize Assistant Superintendent Miller of Detroit, who has

<sup>5</sup> The full report of the Commission on Secondary Schools was printed in the June issue of the QUARTERLY, pp. 61-124.—The Editor.

matter to present to the Association.

MR. E. L. MILLER: *Mr. Chairman, ladies and Gentlemen*—During the North Central year which is just closing we have lost by death two of our most useful members. I refer to Dr. Charles E. Chadsey of the University of Illinois, and to Mr. Frederick L. Bliss, principal of the High School, Jackson, Michigan. It appears to me that it would be entirely appropriate for this Association in some official way to recognize the great service which both of these gentlemen performed for the North Central Association and the cause of education. For that reason I should like to make a motion that the Association request the Executive Committee to see to that proper resolutions are drawn and entered in the minutes of the Association and published in the QUARTERLY, as well as being sent to their relatives.

Mr. Chairman—I make that in the form of a motion.

.... The motion was regularly seconded, was put to a vote and was carried....

PRESIDENT PRUNTY: We shall see that information is reported to the Executive Committee and the spirit and purpose of the motion carried out.

MR. W. J. S. BRYAN: I found in the March number of the QUARTERLY, to my great and surprise, in addition to the names already mentioned the name of Dr. Edward L. Harris. Dr. Harris was so a very prominent member in this Association and at one time its President. I should like to add his name to the list mentioned.

MR. McWHORTER: May I also call attention to one other name that came to the attention of the Commission on Secondary Schools when it was too late to include in the report. That is the name of Mr. C. W. Gethmann. He has been an active worker in the Commission on Secondary Schools and a member of one of the classes of that Commission.

PRESIDENT PRUNTY: We shall see that these names are added to the other two names and reported to the Executive Committee. They will be dealt with in the same manner.

We are now ready for the last address of our Association's general meeting.

I am very happy and proud to be permitted to present to the Association Dr. George Willard Frasier, President of the Colorado State Teachers College, who this past year was President of the American Association of Teachers Colleges, and who is conducting one of the most alert and progressive teacher-training institutions in this country.

Dr. Frasier will address us on "The Experience of Colorado State Teachers College with New Entrance Requirements."

DR. G. W. FRASIER: *Mr. Chairman*—I am sorry to have delayed this body in its deliberations for a few minutes; but you know, one of the jobs that educational people get used to is this job that has to do with committee work. I have been sitting on a committee, or with a committee (I am not sure whether I was on it or not) since 9:00 o'clock this morning. I was watching my watch, knowing that I was to be over here at three-thirty, and am sorry that I wasn't able sooner.

.... Dr. Frasier read his prepared paper.<sup>6</sup>....

PRESIDENT PRUNTY: This, ladies and gentlemen, concludes the formal part of our program. We now have an item of Miscellaneous Business listed. Is there any item of business that anyone wishes to bring to the attention of the Association?

MR. S. R. WELLS (East Chicago, Indiana): I have just listened to the arraignment of college domination of the high-school curriculum. I noticed this

<sup>6</sup> This paper will appear in a later issue of the QUARTERLY.—The Editor.

morning that the Commission on Higher Institutions was composed of thirty representatives of higher institutions and eighteen representatives from the secondary institutions. We note that the Secondary School Commission is composed of about one-third from the group of principals and superintendents, at least of classes selected as principals and superintendents. Would it not be a step toward relief from such domination of high schools by colleges for us to advise, and I move that we do advise the Executive Committee to select for its three classes a high-school principal representative from each state. If such action were taken there would be twenty people from the group of principals and superintendents placed in the Commission of Secondary Schools.

PRESIDENT PRUNTY: That would involve, Mr. Wells, an amendment to our Constitution, would it not?

MR. WELLS: My motion was to recommend to the Executive Committee such action as would meet with their approval toward that end.

PRESIDENT PRUNTY: I understood you to say "select."

MR. WELLS: It is to recommend to the Executive Committee. I assume that they would take care of it through the Constitution.

PRESIDENT PRUNTY: You make that as a motion, do you?

MR. WELLS: Yes, sir.

PRESIDENT PRUNTY: Is there a second to the motion?

The motion was lost for want of second.

It is customary to have a word from the incoming President before adjournment.

MR. YOUNG: I move we adjourn after we have a word. I withdraw my motion. (Laughter).

PRESIDENT PRUNTY: I understood that was given in a subtle spirit.

The President may have left purposefully, knowing of this precedent.

I should like to express to the Association my very great pleasure at having been permitted to serve as your President and to thank you very sincerely for the sympathetic and considerate help which you have given at all times in connection with the promotion of the programs. I earnestly hope that we have been able to bring you through the programs something that will be stimulating and helpful to you as you return to your several responsibilities. I wish you all a very successful year of work and hope that you may have derived something from the meeting that will be helpful.

The new President has not put in his appearance. Therefore, if there are no other business matters to come before the Association, a motion to adjourn really is in order.

.... Upon motion regularly made and seconded, it was voted to adjourn, and the meeting adjourned at three forty-five o'clock. ....